

Break

Patient principal

The British School of Osteopathy has pulled off quite a coup by recruiting Sir Norman Lindop, one of the most distinguished of poly-directors, as its next principal.

Sir Norman is choosing to retire from the public sector of education, and take to the private, at the age of 61 because he "thinks it important to have someone younger in the driving seat at Hatfield Polytechnic, with a longer time span ahead," to cope with the difficult decade that is already upon us.

"It's not that I want to avoid the problems. I never intended to go on to 65, and it is reasonable to change now after 16 years."

It was a happy coincidence for him that this particular job came up, because he has needed the services of osteopaths himself over the years.



Lindop: found osteopaths helpful.

So far as the British School of Osteopathy is concerned, however, it will obviously not come amiss that Sir Norman has only recently finished a longish stint as a member of the Council for National Academic Awards. This is very good news, because the school is currently pursuing a joint submission to the CNA for degree course status, along with the Polytechnic of Central London.

Though Sir Norman is not due to take over from Mr Stanley Bradford as principal until next April, and professes no specialist knowledge of the course, there is no question that he knows the ropes when it comes to validation.

Degree-course status is immensely important to the British School of Osteopathy, not just as the academic recognition that this would finally confer on what was until recently considered as fringe medicine, but also because this would lead to mandatory grants for students.

At present students, who are recruited to a four-year full-time medical and clinical course after A-levels, are only eligible for discretionary awards, which are increasingly hard to come by.

This is particularly disappointing for the school, since it moved a year ago from premises where there was room for only 25 students a year to its present, London, headquarters near Pall Mall, which can take 100.

However, they recruited nearly 90 this year, in spite of setbacks caused by missing grants; the total student body is now 270, well on the way to the target of 400.

Meanwhile, Sir Norman is taking on still more work in advance of his official retirement. Last week it was announced that he is to be a member of the proposed education policy-making group of the Social Democratic Party. This is given added piquancy since he is not yet a member of the SDP, and is indeed still a fully paid-up member of the Labour Party.

"I don't think it's necessary to be a member of the SDP to be on the policy-making group," he says, "though obviously it looks as if I am. But I'm interested, and I'm thinking about it. I'm really on the group because my arm was twisted by Lord Perry and Fred Dainton."

Zeebrugge and die

"Meet the Belgians" was the title of an unlikely sounding November cruise in the North Sea laid on for teachers last weekend by the Central Bureau for Educational Visits and Exchanges.

The unofficial title, "Zeebrugge and die", would have been nearer the mark if sea area Dover had been less kind to the 350 English and Belgian colleagues who met on the crest of a wave, for the four-and-a-half hour crossing.

The idea was to forge links between English and Belgian schools under the neutral (and duty-free) auspices of a Townsend Thoresen car ferry.

In Zeebrugge the British were welcomed for their half hour ashore in a customs shed by two Government ministers and a troupe of folk-dancers. In Dover the Belgians got a tour of the docks from the Dover Harbour Board.

British schools forget that French and even German are spoken in parts of Belgium, said the bureau's deputy director, Mr Paddy Carpenter. As a result, the Belgians tended to get left out of exchange schemes.

And since virtually no Dutch is taught in British schools (a few classes exist in East Anglia) the Flemish community in Belgium find exchanges with England particularly difficult to arrange.

Not that exchanges with Belgium need to be part of the foreign language curriculum. As an experience of living in a community sharply divided along linguistic and political lines, it could equally well be justified as part of the humanities curriculum.

So deep are the rifts that some schools in Belgium have even taken to running exchanges between their own Flemish and French-speaking Walloon communities.

Ripples from the latest political crisis also rocked the Zeebrugge boat. Originally the minister of education for the French-speaking part of Belgium (there are separate Walloon and Flemish ministers), M. Philippe Busquin, was due to accompany the Belgian party.

His recent decision to close a Flemish-speaking primary class in a mixed language area because of falling rolls caused some outrage in the Flemish community, leading to the fall of the last coalition Government.

If M. Busquin had smiled, it was said, many of the Flemish teachers would not have, though the Minister's wife, who is a teacher, was on board.

Pastoral support

Last Friday, 14 educators met at Warwick University at the invitation of Michael Marland, who is an honorary professor at the Institute of Education there, and thought of a new initiative to help teachers in charge of pastoral care.

Their starting point was that pastoral care is a relatively new concept which has grown up in the past 20 years or so, along with comprehensive schools. Difficulties arise because it is scarcely mentioned in initial training, and seriously lacking in in-service; most HMIs and many advisors have no direct experience.

Nor is there any professional support for teachers with a specifically pastoral role, such as is available for subject teachers from their own associations.

The solution that Marland and his colleagues came up with is to start a National Association for Pastoral Care in Education. After its launch in the New Year, this will initially be based at the Institute of Education at Warwick University (where inquiries for membership should be sent). There will be a journal and a conference, of course, but the membership fee has not yet been decided.

Marland describes NAPCE as "a major attempt to help thousands of people who work as tutors or heads of year to have support from a professional body."

His group of 14 included Professor Gordon Lawrence, director of the Warwick Institute, HMI Gordon



"Maybe it is a cheap gimmick, but I get 100 per cent homework response since I've been using bingo cards."

Benfield, and the authors of a couple of standard works on the subject: Keith Blackburn, deputy head of a Maidenhead school (*The Tutor*); and Ron Best, of the Chelmer Institute in Essex, (*Perspectives in Pastoral Care*).

Michael Marland is himself, of course, the author of the definitive *Pastoral Care*, though nowadays the 12-hour day he works as head of the new North Westminster Community School does not leave time for many other ventures to be squeezed in. But NAPCE just made it.

Euro-vote

Which is the biggest British teachers' union?

You might think the answer was easy - the National Union of Teachers with its 235,000 members is far ahead of its nearest rival, the National Association of Schoolmasters/Union of Women Teachers, with 125,000 members.

But their brothers and sisters in Europe could be forgiven for being a little confused when they saw the voting strengths registered by the two unions for the newly set-up European Trade Union Committee for Education.

The NAS/UTW cast 120,000 votes while the NUT only cast 117,000, which predictably led Mr Nigel de Gruchy, Assistant Secretary of the NAS/UTW, to boast: "It looks as though we're the biggest British teachers' union in Europe at least."

With the cuts in education spending and axing of teachers' jobs, there have been rumours afoot that most of the teachers' organizations have been losing members - but it still seemed a little unlikely that the NUT had dropped so suddenly from its previous 250,000.

The truth of the matter is this - voting in European teacher trade union circles is akin to the way the TUC registers its vote at the Labour party conference, according to its critics. In other words, your vote is as big as your pay cheque.

Officials at Hamilton House, the headquarters of the NUT, have been examining their union's budget very closely of late with the result that the NUT leadership decided to register only half of its membership to the World Confederation of the Organization of the Teaching Professions - which was used as a guideline to decide what the union's voting strength in ETUCE should be.

Since the registration fee is two Belgian francs for each member and the current exchange rate is around 80 francs to the pound, the cost of European participation for the slimline 117,000-strong NUT works out at roughly £29,250 - but the NUT have saved another £29,000 or so on the deal.

Aristides

Next week

■ Gerald Haigh at The Schools Prom, plus reviews and pictures.
■ Looking backwards and forwards: a chief education officer surveys the minus of the state system, and puts forward some radical proposals for a better deal for teachers and pupils.
■ Heather Neill talks to David Attenborough, whose children's edition of *Life on Earth* has just been published.
■ Books: Philip Jacobson on Vietnam; Mary Hoffman on dyslexia.
■ Extra: Music

Personal column

Mary Warnock Scornful scholars

The *Sunday Times* colour supplement of November 1 carried a long and evocatively illustrated article about young people, or youths (the class distinction, or perhaps rather the difference in emotive meaning, between the two terms being made very clear). A recurring theme of those interviewed was their scorn of school. It was not that they hated it. They had simply despised it.

One has to reflect, of course, that a fair proportion of even the most middle-class, privileged and well-educated has always spoken in disparaging terms of school soon after leaving it. But when all allowances are made, it is impossible to avoid the conclusion that something is very wrong. Nothing at school, and least of all the teachers themselves, had seem worth taking seriously.

Educationalists may take schools too seriously, and maintain that its effect on a child is greater than it really is. I cannot help believing that good schools are the instrument of social as well as educational benefit so that for everyone, schools should be improved. I am also inclined to ask what we can improve, if we cannot improve our schools. To improve industrial relations, or the physical condition of inner cities, or the hedgerows, or the crime rate is far more difficult.

Those who work in schools, after all, are of above average intelligence, and are also trained for their job. Even with the projected cuts in recruitment, many people will enter the profession each year. As with the police, so with teachers, it is largely to training that we must look if we want to improve their effectiveness.

But it would be absurd to expect new teachers to carry the whole burden of improvement. In the first place, those who train them must themselves be brought to understand the revolutionary changes needed in the training process. They must learn that it is actually the *technique* and *disciplines* of teaching which need to be taught.

Secondly (and this is really the same thing), those who are already good teachers in good schools must be allowed to take an ever larger part in training their new colleagues, both before they take up their first post and afterwards. We should be dissolving the profession of Lecturer in Education. Training establishments, colleges and university departments should be staffed by practising school teachers, either on

secondment, or, better, working there part-time. Only the administrators should be separate from the schools.

If this ideal were realized, incidentally, it might bring with it the mitigation of the pension schemes between university and school; the present non-transferability being, as I know to my cost, a considerable deterrent to those who may wish to cross over.

Within schools themselves, the duty of senior teachers to teach not only children but young teachers is obvious. We know this happens in good schools, but not in bad ones. A good school has all the teachers working together, quite consciously, towards a common and agreed goal. Such cooperation comes about when the senior members of staff have the confidence and energy to instruct the juniors.

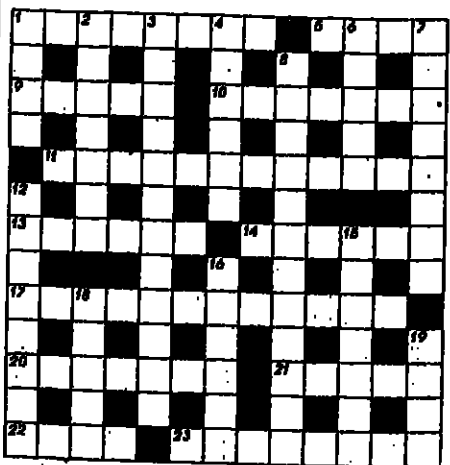
This was well illustrated by Ken Millins (*The TES*, November 5), in good schools. "The keynotes for newly qualified teachers were security and confidence. They were given clear documentation about what the school expected from them and the pupils, and what assistance it offered," he said. It is true that he was speaking of multi-racial schools. But every school in the world would benefit from this kind of staff team work.

Such things do not cost money in need resources. They need leadership, clear-headedness, confidence and the willingness to take trouble: all qualities difficult to induce in those who totally lack them, but not, after all, so terribly rare.

Those who select for teaching should look for these qualities, and should be professionally rewarded, I am deeply alarmed, therefore, to read that Sir Keith Joseph suggests that teachers should be chosen on purely "subject" grounds. He is hostile to metallurgists who want to teach physics, or presumably, philosophers who want to teach literature.

The fact is that a good school needs people who can teach, and it is less important what they have read at university. This is not to say that we no longer care about academic standards. It is simply to recognize that in a good school *anything* can be taught, while in a bad school the angel Gabriel could not teach, even if he had got a first at Cambridge. And it is well-trained, confident teachers who make a good school.

TES Crossword No 26



Across
1 One that Midas got off the hook (6)
5 A fiery mount (4)
9 The scope of a Western film (5)
10 Crooked dealing straightened out (7)
11 Grudging tribute is often paid to him (3, 9)

Down
1 Habit to loose about (6)
2 Badly looking creature (7)
3 Oath reinforcement applied to furniture (6, 9)
4 Fast riding of horses (6)
6 The up-and-down principle (5)
7 Senior citizens (9)
8 An animal's order (4, 2, 6)
12 Inclination to write a song (6)
15 Young man who makes way for others in cold weather (5)
16 When his investor invests up the game's over (6)
18 Moment that can weary sheep and cattle (5)
19 Happy to get out of Bangladesh (4)

Solution to puzzle No 25
Across
1 MIDS
5 FIRE
9 WESTERN
10 STRAIGHTENED
11 TRIBUTE
Down
1 HABIT
2 MONSTER
3 OATH
4 HORSES
6 PRINCIPLE
7 SENIORS
8 ORDER
12 INCLINATION
15 YOUNG MAN
16 WHEN
18 MOMENT
19 HAPPY

Blueprint for change

Comment
Platform
School to Work
Overseas news
Letters
Features
Review
Arts
Books
Resources
Media
Schools Prom Diary
Personal Column and
Crossword

Classified

THE TIMES

Educational Supplement

FRIDAY NOVEMBER 27 1981 NUMBER 3413

FIRST PUBLISHED 1910 PRICE 45p

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Some parents refuse black exchange pupils

by Hilary Wilce

A school, thought to be in the north-east of England, asked parents taking part in a recent school exchange scheme whether they would be willing to accept a coloured pupil into their homes. A significant number refused.

Mr James Platt, the director of the Central Bureau for Educational Visits and Exchanges, said this week that he had seen the questionnaire which included this question but he would not name the school. The bureau has also heard of schools and parents in other parts of the country behaving in a similar way.

"Most of us who are parents, or who have a reasonably wide circle of friends will have come across people who are reluctant to take a coloured child into their home," he said.

The bureau is taking the matter up with the school concerned, he said.

It is very anxious that schools behaving in this way should take steps to remove any discrimination from exchange schemes.

"However I would like to stress that local education authorities have given a good lead in this. There is absolutely no dispute at this level."

Parents who refused to take coloured children into their homes would not be breaking the law, according to Mr Malcolm Snell, head of the education and services section of the Commission for Racial Equality.

The Race Relations Act made an exception for arrangements where people took others into their home and treated them as members of the family. The problem might come if the school had to discriminate in its treatment of black and white children under an exchange scheme.

The CRE had received no complaints of this kind, but its advice to schools would be not to ask such questions and if families rejected the idea of having a black child, to refuse to deal with them.

"The opposite argument, of course, is that if an exchange is arranged and families are not aware that some of the pupils might be black, and if they then reject them on sight, it could be very upsetting to the children concerned. But we would still tell schools not to ask the specific question."

Three years ago, the commission was told about a private organization arranging international exchanges between young people which advertised as an advantage the fact that none of them were black. After approaches by the commission, it agreed to change its promotional literature.



A place in the sun for these young trainees, spending a week in Tenerife under the Unifed Vocational Preparation programme. The scheme, devised by the Department of Education and Science to help leavers who go into Jobs School to Work, page 10.

Mixed ability classes bear little fruit

by Bob Doe

More teachers are soon to have mixed ability teaching "thrust upon them" according to a report published today by the National Foundation for Educational Research.

After interviewing 500 teachers, the foundation's researchers said that at two thirds of the schools where mixed ability groups have been introduced, there was little or no consultation with parents or teachers. The move was the result of a directive from the head.

In many cases the result was that the far-reaching changes required in teaching methods and class and staff-room relationships had never taken place.

The researchers found "widespread use of the whole class approach, an emphasis on teaching to the middle and a tendency among teachers to see themselves functioning in isolation from their colleagues."

It is unlikely that changes in teaching style and relationships as profound as those which appear to be required in mixed ability teaching can be effected without extensive consultation, discussion, persuasion and support," says the report *Mixed Ability Teaching*.

This was particularly pertinent at the moment as shrinking numbers in secondary schools meant more teachers were likely soon to have in mixed groups thrust upon them in spite of the trend in recent years away from mixed ability teaching. Surveys in 1975 and 1980 revealed

that 55 per cent of first year groups organized on mixed ability lines had remained unchanged, but mixed ability third year groups fell from 25 per cent to 18 per cent and setting grew from 9 per cent to 23 per cent.

Teachers of English, the humanities and aesthetic subjects had few reservations about the suitability of their subject for mixed ability teaching in the early years of secondary schooling.

Teachers of science, music and technical and domestic subjects were more ambivalent about it. Large numbers of maths teachers (47 per cent) and modern languages teachers (56 per cent) considered their subject unsuitable for teaching to classes with wide ability range.

"Many teachers reported difficulties in catering for the extremes of the ability range, but most had great difficulty in identifying what it was the able or less able child was not achieving in a mixed ability class."

The commonest reason for adopting mixed ability teaching was to give pupils a fresh start at the beginning of secondary schooling.

Those who advocated mixed grouping in order to enable pupils to begin with a clean slate may simply be disguising poor liaison with primary schools - very real differences exist in the interests and abilities of 11-year-old children. Unless such differences are recognized and catered for by an appropriate teaching method, the fresh start might prove away from mixed ability teaching. Some what state for pupils at the ex-

trême of the ability range. The researchers say schools should look more closely at the social advantages claimed for mixed grouping. The report concludes: "There are no certain outcomes, either positive or negative, which can be assumed to follow inevitably from mixed ability grouping or, probably, from any other form of organisation."

Mixed ability teaching: problems and possibilities, by Margaret Reid, Louise Clunes-Ross, Brian Goscher and Carol Vile, published by NFER-Nelson, £8.95.

Jobs trip to find out what the bosses want

Sixty teachers from a Wiltshire school went out into the harsh world of commerce and industry this week to find out what employers want of their pupils.

The teachers, from Sheldon comprehensive school in Chippenham, spent yesterday visiting one of 12 firms including department stores, a service station on the M4, a chicken factory and a rubber company.

They will spend today discussing their findings and decide if and how to change the curriculum to make it more appropriate to the needs of the employers.

Lessons and more lessons for Muslims

by Diane Spencer

Nearly half a million Muslim children spend at least two hours several nights a week and at weekends taking lessons in their local mosque.

This is causing concern among head teachers who think teaching methods and the content of the lessons might conflict with their day schools, and cause confusion among the younger children.

In their evidence to the Swann committee investigating education ethnic minority children, the National Association of Head Teachers say this week that there is a need for the day and evening schools to understand and cooperate with each other.

Children learn how to read the Koran and the obligations of Islam some also learn Arabic and their mother tongue in the evening schools. Dr M. M. Ahsan, assistant director of the Islamic Foundation, said it was a heavy commitment for the children but there was no alternative as parents did not want them to lose their faith.

Mrs Pat Liffie, a member of the NAHT working party which produced the report and head of Up-lands infant school in Leicester with 65 per cent of the children Muslim, said teaching methods in the mosques was more formal, with children doing rote learning.

Children sometimes had difficulties in adjusting to learning to write in Arabic and then English the next day, as one was from right to left and the other left to right.

She emphasized that she had good relations with the Imams at her local mosques: the two systems had to get together and give a little, she said.

Jobless caution

Careers officers do not believe that many school leavers are finding jobs despite a big drop in the numbers registered as unemployed. They say that many of those who have gone from the register, this month are staying on in education. This month's Department of Employment figures show 156,000 leavers on the register, compared with 204,000 last month.

Many of them have gone into the Youth Opportunities Programme, which now has 10,000 more youngsters than last month, even though a large number of the summer entrants are just leaving. Mr Ray Hurst, secretary of the Institute of Careers Officers, says that there is no sign that more youngsters are finding jobs.



"If I hear one more reference to the 'school of life'..."

Looking for a way out?

It begins to look as if the Government is shifting its ground in the matter of university cuts (page 3). Mr William Waldegrave has taken a step in this direction by promising to look at arguments presented to him from various sources which have suggested that it could well be cheaper to spread the cuts over five years than insist on them in three.

Everything turns on the cost of compensation if the universities are forced by Government action to make staff redundant. Till now, without producing any evidence to support their arguments, Ministers have taken a remarkably relaxed view of the legal implications of tenure and the potential cost which breaking it might let the universities in for. Now it seems to be dawning that universities whose charters have entrenched tenure clauses, if they have to make big cuts, are caught on a later-day Morton's fork. If they refuse to sack professors and lecturers, they go bankrupt as a result of falling UGC grant. If they go ahead and sack them, they are made bankrupt when the courts award damages for breach of contract.

What the Department of Education and Science now has to do is convince the Treasury that the true cost of trying to cut university spending in three years is higher than the cost of cutting it in five. It is for facts and figures to support this contention that Sir Keith Joseph and Mr Waldegrave will now be scanning the evidence supplied by the UGC, the vice-chancellors and the other helpful

academics now deluging them with statistical information.

It is too soon yet to say that a U-turn will be executed, but it looks increasingly likely that if the Government hold to the present line they will be forced to bail out several major institutions in the course of the next 18 months to two years. As the Chancellor battles to try to make his spending cuts stick, he is increasingly being forced to resort to bluff and the making of threats he cannot fulfil. The extent to which the local authorities have defied the Government is a measure of the unreasonable demands made upon them by the Chancellor. Sir Geoffrey Howe can argue in reply that it is only by threatening appalling consequences for those who fail to wield the axe that he has kept spending within the present levels, but a law of diminishing returns begins to apply. Nobody really believes that the Government is going to hold the universities to an impossible target and let a few go bust to encourage the others. So when, as now, Ministers prepare to temper their zeal for cash limits with some recognition of what can and cannot be done, they are bound to find their actions - though welcome - add to the cynicism with which every ministerial initiative is greeted.

What is happening in the universities is bound also to affect the polytechnics and colleges of higher education. Sir Keith Joseph told the Select Committee that the number of students in the polytechnics is up by 13,000

and partly, at least, this must reflect what is happening to university admissions at a time when more qualified and willing young people than ever are applying for places in higher education.

Sir Keith implied that this bulge in polytechnic numbers would have the immediate effect of increasing the impact of the next round of polytechnic cuts. But if the universities are given more time to make their adjustment, then a policy of even-handed treatment on both sides of the binary divide should do something to ease the colleges' position, and mitigate the extent to which the chances of individual students are prejudiced.

If the Government does change its mind and let the universities off the hook, the expectation must be that there will be some early retirements but not compulsory redundancy for university teachers. Everyone will heave a sigh of relief but the uncertainties which now surround tenure will remain, as will the anomalous differences between contractual terms in different universities. There is a strong argument for saying that the whole topic of tenure needs to be examined at leisure, without the pressure of bankruptcy threats. If the Government decides to give the universities more time, this should be linked to a requirement that they should not let the matter rest without a careful examination of academic freedom in this context and the best way to protect it, with or without the expectation of lifetime job security.

What is happening in the universities is bound also to affect the polytechnics and colleges of higher education. Sir Keith Joseph told the Select Committee that the number of students in the polytechnics is up by 13,000

A £50m political confidence trick

Sir Keith Joseph's announcement last week of the distribution of the extra £49.5m per cent to English L.E.A.s to encourage the state rate looked at first glance as if it was directing money to where it could most usefully be used.

Examined more carefully, it seemed to be like a political con-trick - final proof of loony state into which local government finance has fallen.

Sir Keith's written answer gave details of extra amount each L.E.A. would be allowed to spend in 1982-83 to enable more young people to stay on at school or college after the age of 16, calculated according to the incidence of youth unemployment in the area, and added on to each authority's previous announced figure for grant-related expenditure (GRE).

The first disingenuous note was struck by the statement put out by the DES listing extra amounts for individual L.E.A.s. It made it appear that L.E.A.s, with more than £2.5m, would be allowed to spend more on anyone else.

As we reported in last week's TES, the L.E.A.s' overspending on GREs has also disqualified it from any rate support grant all it won't be getting any of the extra money, even though its projected over-spending is £3m on the very same problem.

Other metropolitan authorities which had big grant penalties imposed for overspending, such as Sheffield, Newcastle and Haringey, will also have some difficulty in noticing that they are to be disqualified to spend more money.

For the largely Labour metropolitan districts at least, it will simply mean that they will have to cut their budgets quite as much as they would otherwise have done, the sums involved are insignificant that they will disappear in the noise. Leaving aside the political sleight-of-hand involved, however, the real question is whether the £50m can be delivered to the young people it was aimed at.

The extra grant was first announced by the Prime Minister himself at the end of May. At that time the debate centred on a method of payment. If it was tackled conventionally to the block grant, there was a usual built-in hazard that it might instead be spent on dustbins or town halls. Was it lost for the breakthrough to emancipated youth or should it be channelled through the education programme grant?

In the negotiations which followed, the DES came out in favour of the urban aid route. The still seems to them like the most effective way of ensuring that you get the money if you do the work, and in practical terms they are certainly right.

In the end, unsurprisingly, the Government chose the method of payment favoured by the Conservative Association of County Councils which also happened to be the system preferred by the DES.

From the point of view of education as a whole it is probably a plus that administration of the scheme remains with the DES, which has been able for the first time to feed regional youth unemployment figures into the DES, in the face of some opposition from the Treasury and the Department of the Environment.

It is too little and too late of course. But the ACC and the AMA have pleaded for the extra young people are already being admitted to sixth forms and colleges in the current year. Preliminary reports suggest a huge increase in participation rates.

We should know more exact figures by the end of the year. The DES statistics branch plans to rush out early figures.

But already, it seems, the question is how to squeeze the now young stay-on into the classes, rather than how to beg the political committee for the money. It is already being found somehow, and even so many young people are being turned away.

The message in reply to Sir Keith's earlier gratuitous suggestion that he might make the way that the money is spent is: "don't ask whether we will spend the money in the way we are already spending it."

Patricia Rona

No Comment

"From August 1, 1981: Travelling expenses - car mileage rates: teachers - 23.6p a mile; ancillary staff - 26.5p a mile." Schools' Circular, Dorset County Council education department.

New pay study centres on staff competence

NUT suspicious of plans to reward 'good' teachers

by Sarah Bayliss

Methods for assessing a teacher's competence in his or her job are to be worked out in detail by employers' leaders over the next few weeks.

At the second meeting of a working party on the review of teachers' pay, the local authority side agreed it would commit to paper detailed ways of assessing teacher performance.

The employers have made it clear from the start that a new pay structure should reward "good" teachers and assessments should be made to see if they merit a step up the pay ladder.

After the two and a half hour meeting Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said his union did not share the "hang ups" which others seemed to have about a system for assessing teachers' performance.

Assessment of teachers already existed in the shape of references from head teachers and local authorities, but it was a "chaotic" system which varied from one authority to another and from one school to another.

"We don't pretend assessment is going to be easy but any regulated system is bound to be an improvement on what happens now", Mr Fred Jarvis, general secretary of the National Union of Teachers, said both sides agreed there was a need for a simpler salary structure, but the way the management want to

do it looks likely to differ from our own view."

The NUT wanted shorter salary scales, but the management appeared to want scales other than an entry scale for new teachers and then a professional scale for those deemed competent.

The NUT had also asked for a reduction in the number of groups of schools which affected salaries. "The management have not indicated what they feel about that."

The employers wanted teachers to accelerate up the main professional scale if they were particularly competent and committed. "That clearly raises very contentious issues indeed", Mr Jarvis said.

The working party meets again in mid-January.

A teachers' union this week told Sir Keith Joseph, the education secretary, that there should be assessment of serving teachers to determine their competence to teach.

The 23,000 strong Professional Association of Teachers told Sir Keith during a one-hour meeting at the Department of Education and Science that the assessment should be done by a General Teaching Council, and that one ladder of promotion should depend on a teacher being competent in the classroom.

Mr Peter Dawson, general secretary of the PAT, said after the meeting: "Sir Keith was well disposed to the notion and surprised by the ex-

tent of our commitment to it. I don't think he expected a teachers' union to be saying this."

The PAT also told Sir Keith that they thought male teachers should be able to retire at 60.

A chief education officer has stressed the need for clear local procedures for getting rid of incompetent teachers.

An agreed code, backed by "a firmness of will, and a unity of action" is needed to get rid of teachers and lecturers who have proved themselves totally incompetent or unprofessional.

The process should start at department level, move up to the level of principal, and finally go to the local authority. Mr Tim Brighouse, chief education officer of Oxfordshire, told further education college heads last week. "But don't start off without letting the whole chain know, or you will fall flat on your face two-thirds of the way through."

There was no national agreement on discipline, he pointed out. Oxfordshire had managed to hammer out a code which was working well. During the past three years, 35 teachers had been got rid of, "but in no case have we gone to the final stage".

Members of the Association of Vice-Principals of Colleges met in London to look at how quality could be maintained when further education was being squeezed increased demand and reduced spending.

Parents protest at private music plan

by Biddy Passmore

A controversial report by Surrey's chief education officer proposes to allow private instrumental tuition in schools - but out of school hours.

The plan has brought a strong protest from local parents, who have already submitted a formal complaint to Sir Keith Joseph, the Education Secretary, that their schools fall below legal standards.

The county's music provision was badly hit by the recent court decision that local education authorities could not charge for music tuition provided as part of the school day.

To make good a £140,000 loss in free income, Mr John Henry, the county's education officer, proposes to shed 40 part-time staff and base the remaining provision - mostly fee-paying - on six music centres, out of school hours.

Private tuition could also be provided on school premises out of

hours, in some cases by the teachers made redundant. Only candidates for GCE and CSE music exams would continue to receive instrumental tuition free.

Mr Henry estimates that these changes would mean that 1,000 fewer pupils would receive tuition in the county.

Surrey parents have written to the chairman of the education committee, Dr B. J. Coffin, objecting "in the strongest possible terms to this corrosive and dangerous precedent".

"If the buying of teachers by private individuals to teach on county school premises begins with music teachers, where might it end?" they ask. "Will the situation evolve wherein parents are encouraged to club together to buy language/math/science and English teachers as well?"

Primary loss, secondary gain

While the total of full-time equivalent teachers in nursery, primary and secondary schools rose by 3,000 in 1979 to reach a new peak of 425,000, numbers teaching in primary schools fell by a further 2,000. During the year 105 primary schools were closed.

By contrast the teaching force in secondary schools increased by a further 4,000 to reach 231,000, with the numbers of pupils on roll 3,872,000. In the primary sector the total of 4,518,000 was 124,000 fewer than the previous year.

Pupil-teacher ratios in both sectors improved on the previous year, in primary from 23.6 to 23.1 and in secondary from 16.9 to 16.7.

The figures for 1979 are the latest available from the DES. Despite the contrasting trends between primary and secondary, 1979 was expected to be the peak year of the secondary school population and rolls are expected to fall in both sectors during the early 1980s.

Statistics of Education 1979, vol 1 - schools HMSO. £6.95, by post £7.39.

Police called in to demo

by Mark Jackson

A number of arrests were made outside the Central London Polytechnic in Regent Street on Monday, where students were protesting against the education cuts.

About 100 students had occupied the building over the weekend to protest both against the cuts and the way they are being applied by the polytechnic's rector, Mr Colin Adamson. The students allege he has failed to consult either them or the staff organizations.

The occupiers awoke on Monday to find the building ringed by police, and fellow students - including contingents from other London polytechnics and colleges - set up mass pickets to support their demand that the police should be called off.

Sixteen students were arrested outside the building and, later, outside the polytechnic's business school in Wells Street, about a mile away, which was occupied as a diversionary tactic. They were later released on bail.

The students complied with a High Court order to leave Wells Street, but decided they would wait for bailiffs to evict them from Regent Street.

On Wednesday, they occupied a third site: the poly's registry in Marylebone Road.

Ms Hank Hastings, a National Union of Students vice president, said that the union considered the use of the special patrol group excessive.

Strike continues

The public employees strike in Coventry has kept the city's schools closed for a third week.

The Lord Mayor, Mr Philip Robinson has invited the leader of the council, Mr Arthur Waugh and the regional representative of NUPE, Mr Barry Shuttleworth, to a meeting.

Fall in grants

Mandatory grants paid in England and Wales rose by 1 per cent to 323,000 in 1979-80, while the number of discretionary grants fell by 5 per cent, according to the latest DES statistics.

Comment

Can we afford the countryside?

The great village school debate has to be carried on at several levels. There's the simple accountant's angle - small schools have high unit costs, and shutting them saves money.

There are educational arguments - do small schools limit children's chances? There is very little recent published evidence either way though HM Inspectorate's primary survey noted that small rural schools did well on social and language development, and used their surroundings well.

Then there are the wider issues of the links between village schools and their communities. The schools' supporters argue that the schools are a crucial factor for healthy village development. Without them, families with children - and the future - go elsewhere.

The new Cambridge policy study on rural primaries (page 6) usefully reviews arguments at all these levels, and illuminates them with some Scandinavian experience. It clearly states the absurdity of judging rural services in terms of their comparatively high costs - that way, you'd end up shutting down the countryside on the ground that it is "uneconomic".

It suggests that the agreed "sparsity factor", designed to give rural areas extra resources to compensate for their high costs, is deliberately wrapped in some secrecy as to how it operates when it comes to schools. And it rightly points out that the long-standing question mark over the future of many village schools has meant they have lost out on money for improvements.

Some of the Cambridge solutions will not get wide agreement. The argument that schools might have some built-in reliance on voluntary contributions is a dangerous encouragement on the idea of free state education. On the other hand simply repeating over and over again that L.E.A.s should support small, "uneconomic" schools out of their general funds, is of limited practical value.

But the Cambridge group's analysis certainly justifies its main conclusion that there is an urgent need for a national policy on rural schools, looking at their contribution both to



No future without the village school

rural life and to children's education.

There ought to be a guarantee in principle that those who live in the country can expect a square deal - that their entitlement to educational opportunity for their children at a given national level of efficiency should stand even if they have resisted the remorseless drift from the countryside to the town. This is where the Government's watery doctrines of some sort of national curriculum offering could come into its own.

The Scandinavians find it much easier to grasp the issue of principle and relate the rights of rural citizens to the national aim of maintaining a mixed rural and urban community.

Sir Keith spells it out

After Manchester, Sir Keith Joseph clearly needs to make plain his attitude to the changes in school organization which will be needed to take account of falling secondary rolls. He has recognized this by publishing (page 5) a draft circular of guidance.

At the centre of the argument is the possibility of conflict between the interests of different groups of children in a single area. In such circumstances it is a commonplace for some schools to thrive better than others - for a variety of reasons, some historical and social, others of the kind examined by Rutter in his 15,000 Hours. Falling rolls accentuate the difficulties of providing a good education for all children. Fairly early on, the merits of the schools of "proven worth" can come to depend on, and then contribute to, the deficiencies of the others.

Sir Keith seems to be arguing that the interests of the minority should, as a matter of

course, take precedence over the interests of the majority - a difficult argument to sustain and one which hardly seems to afford a principle on which local education authorities can be asked to review their arrangements. Sir Keith seems to underestimate the impact which falling rolls have yet to make on "successful" and "unsuccessful" schools alike. He seems to be unable to look beyond the present pattern of sixth form studies to the kind of upper secondary/tertiary programmes which are developing in the face of changing social conditions.

Of course, Sir Keith must be right in stressing the need to show convincingly why a reorganization which disturbs the smooth working of any "successful" institution is going to yield larger benefits later on. He cannot evade his statutory duty to consider, with a quasi-judicial detachment, the submissions made to him by objectors. As it stands, however, the draft circular looks like Sir Keith's attempt to adopt an ideological stance - and one which will win him a cheer at the next Tory conference - on a matter where unflinching pragmatism is needed.

Verdict of Lord Scarman

Lord Scarman's report was published just as The TES went to press and showed every sign of making the impact that his conduct of the inquiry had led everyone to expect. Much of what he has to say about the Brixton disorders of last April has implications we shall hope to return to next week.

It is important to draw attention right away, however, to the section of the report specifically about education. All the main points here emphasize - perhaps more powerfully and succinctly - views, evidence and findings that appeared earlier this year in the interim report of the Rampton committee. Due tribute is indeed paid to Rampton.

Chief among Lord Scarman's priorities for urgent action are joint initiatives for the education and care of the under-fives; improved teacher training; a curriculum recognizing cultural traditions, but preparing all children for the life and language of the British society in which they are growing up; better home-school liaison.

They are familiar themes but nonetheless true. The Government did not seem disposed to listen to Rampton. Will they now take heed of a more familiar Establishment voice?

Teacher accountability 'not issue with parents'

Parents do not really want teachers to be accountable to them, a former senior inspector for schools claimed this week.

Mr James Rothwell, ex-senior inspector for Manchester, said: "The longer I am out in retirement the more I see that parent-teacher co-operation is largely an imaginary concept in the mind of eager theorists."

The parents I see are busy with their jobs, their homes and bringing up their families. There is not much time for even a cursory working with the school.

"In any case, most parents expect the school to do a good job without their being asked to do the professional's job for them."

Mr Rothwell, who was speaking at the national primary conference of the Catholic Teachers' Federation, went on to say that imagined failures often arose out of so-called research.

"I have a personal antipathy to anyone who says, 'Research has shown.' It is no more than a jargon expression without meaning."

"Research is a dead non-event until a teacher gives it life by trying the finding with children. My own teachers never fell into the trap of accepting 'Research has shown' whenever some crackpot far from the classroom came up with yet another surfeit theory that confuses and deflects teachers from their task to which they have dedicated themselves."

Arguments about mixed-ability teaching were non-events, Mr Rothwell said. "They may be about vertical grouping or non-streaming but the reality - dare I say excitement? - of teaching is that if you have two children only in a class you have a mixed ability."



Jazz at full stretch

Triumphant note: A member of the Solihull Youth Jazz Orchestra which took part in this week's Schools' Prom at the Royal Albert Hall. Reports, page 20 and 56.

More time sought for campus cuts

Sir Keith Joseph, the Education Secretary, will study over the next few weeks a series of proposals showing that the Government would save just as much money by extending the 15 per cent university cut over five years rather than three.

Under fierce attack from all sides in the House of Commons debate that followed, Sir Keith admitted that "logically such a case could be made". He did not believe, however, that it had been made.

Now MPs and academics are mulling from all sides to make it. Dr Keith Thompson, a Conservative MP education in the years of opposition, was to present a dossier to the Education Secretary this week.

A group of Scottish academics based at Glasgow University was to present figures to Mr William Waldegrave, junior minister for higher education, when he visited a conference of Scottish universities in Edinburgh today. And Mr Waldegrave

disclosed at the end of last week's debate that he had commissioned some figures from Lancaster University.

The universities argue that the cost of compensating academics made redundant by 1982-84 would virtually cancel out the savings from the cut in their recurrent grant over the same period. If the cut in grant were less savage and spread out until 1985-86, this would make it possible to shed staff through natural wastage and early retirement, thus avoiding huge compensation bills.

However, there are many unknown factors in the sums to be done. The University Grants Committee has put the figure for compensating 3,000 dons with tenure for breach of contract as high as £250m. The vice-chancellors' committee has since devised a national scheme of compensation, based on civil service rules, which might cost £180m - although some lecturers might still prefer to seek higher sums, through

the courts. Ministers and DES officials have still to be convinced the number of academic staff to be made redundant will be as high as 3,000. They are, they say, waiting for hard information based on the decisions now being rushed through university senates up and down the country.

Dr Hampson believes that unless the cuts can be spread out over two extra years, the cost to universities of compensating staff made redundant next year alone could be between £100m and £150m. An extra injection of recurrent grant by the Government would avoid the need for a last-minute rescue - or university bankruptcies.

Even if the time scale is not altered, he said this week that some selective help to the worst-hit universities, like Salford, Aston and Bradford, might be forthcoming in order to protect sandwich courses.

Biddy Passmore

Platform

Betty and Harold Rosen look at a case study for the Swann Committee

Norman Tebbit intervenes

Betty Rosen: I once arrived at the roadside to find, instead of my parked car, a road accident. Another car, same make, same colour, even the same registration number, was sited across the road with the front smashed in. The wreck, indubitably mine, bore no resemblance to the Volkswagen I knew.

When I read the mangled accounts of my lessons with 1W at Rush Croft School, Chingford, my reaction was similar. There was Mr Norman Tebbit from the unassailable distance of Westminster in a press statement, no less, writing about "brainwashing" and "psychological ill-treatment"; later there was "a bizarre experiment" (Daily Express) and "pin-headed teachers responsible for this kind of idleness" (The Sun).

I could not recognize in these vicious distortions, our remarkably good school and its outstanding headmaster, nor the work of my incredibly devoted colleagues, nor above all the cheerful, tough, imaginative and critical pupils. No one would have guessed that the headline episode was just one part of a carefully planned scheme of English work, one which Mr Tebbit abruptly terminated with a couple of heavy phone calls.

Harold Rosen: It was my fault really that this affair all blew up again and that *The Daily Telegraph* (November 18) gave a front-page headline to "news" which was eight months old (presented as though it happened yesterday) and which gave Mr Tebbit's garbled version of the place. The occasion was a conference called by the Department of Education and Science to discuss issues raised by the Swann (formerly Rampton) committee, reported in *The TES* last week, but not in *The Daily Telegraph*. In the discussion, I cited Mr Tebbit's authoritarian intervention in the curriculum of a secondary school as a significant and ominous event which gave us a glimpse of the thinking and behaviour at the highest levels of government.

"I would not call it brainwashing, but no doubt some people might. But I would certainly both object to the ill-treatment and to the strange use of time intended to teach children to write, spell, punctuate and understand English. I would not allow any child of mine to be subjected to such treatment."

Norman Tebbit news release to Chingford constituents dated March 24

The Daily Telegraph journalist, sniffing out something appropriately newsworthy for his paper on a full day's proceedings, rushed off to Mr Tebbit to get his version of an episode from which he has clearly learned nothing and the full consequences of which he prefers to ignore. *The Daily Telegraph* did Mr Tebbit proud on its front page the next day. The day after other national papers gave their own extraordinary versions. It seemed to us it was time to set the record straight.

B. R. I must compress into a bald and brief narrative what was for me and my young colleagues an eternity of high hopes, solid work, dismay, defeat and indignation. Try to remember what it feels like for a small group of English teachers, struggling to formulate for themselves a difficult programme of work, to be stopped in their tracks by a telephone call from a government minister.

We had kept at the forefront of our English work a central aim, that each pupil should value and respect the contributions of the others. We saw this as part of a much more general and urgent need to extend their attitude towards people outside their immediate circle through literature, audio and video tapes, visitors

to the school and, always, discussion. We felt this was particularly necessary in a locality and a country where minority groups of all kinds are discriminated against often out of sheer ignorance and insensitivity. Part of the first year course was intended to alert our pupils to the dangers of discrimination on any physical grounds.

"I am writing about what Mr Tebbit wrote about in your *Guardian*. One of the points which he made was totally wrong. This was the bit about when he said pupils were going home in tears. Only one person cried and that was when she got home."

"When he was invited to come up to the school he said: 'I am too busy', but I think he just could not come up and face us."

Extract from Rush Croft children's letter published in *Chingford/Waltham Forest Guardian*

In the Christmas holidays last year, as was our practice, we were taking a fresh look at this particular part of our course. We were uneasy. The previous year we had shown a film, *The Eye of the Storm*, which is widely used in schools and colleges for much the same reasons as we had used it. Briefly, it shows a class in an American primary school, just after the death of Martin Luther King, divided into two halves on the basis of eye-colour. For a day each of the groups was treated as the inferior one and discriminated against. The pupils' attitude towards each other and to their work changed dramatically during those two days. The teacher was able to use the experience to reveal to the children something of the nature of discrimination.

In the previous year, our pupils had been keen to discuss the film and they certainly had seen the point. But they had seen themselves as too shrewd to be changed by a similar experience. It was the old 'it couldn't happen to us' response. Weighing the risks with great care, we decided we would replicate the American teacher's scheme but, for greater plausibility with our 12-year-olds, we would substitute headsize for eye-colour.

On the other hand, we did not propose to operate that part of the American teacher's scheme which involved a short period of actual discrimination. In February, we received a little outside encouragement. An official of the education authority, hearing of the proposed work during a visit, wrote, "I would be most interested to hear of the effects of the prejudice experiment which, from the brief words we had, sounded most thought provoking."

B. R. and H. R.: On March 9 the course began its pre-film phase with 1W. On March 10 the headmaster was phoned by Mr Tebbit, it was a long call and it is our clear, unambiguous understanding that Mr Tebbit put the maximum pressure on the head to call off the scheme. He affected an innocence of the relevance, laid down the law on the proper aims of English teaching and referred to the programme of work pejoratively as "a sociological experiment."

The immediate cause of his intervention was, he said, "complaints from constituents" and "stories of pupils being sent home in tears". (We should note in passing that the unknown number of anonymous constituents had hardened to five in Mr Tebbit's second version eight months later.)

The head stood his ground with characteristic politeness, firmness and educational argument. Finally, he made the suggestion that Mr Tebbit should visit the school and talk with teachers, parents and pupils so that he could get some sense of what

CHILDREN CANE MP FOR BLOCK ON LESSON



Form 1W of Rush Croft School who took part in the lesson

Tebbit protests at small-headed race lessons



Picture by Mark Wessing, reported by Chingford/Waltham Forest Guardian

was going on. In brusque, not to say rude, terms, Mr Tebbit explained that he was too busy. In what could only in the context be considered an ultimatum he asked whether the head intended to let the work proceed. When the head said, "yes", Mr Tebbit said he would contact the chief education officer.

Neither of us knows what exactly passed between Mr Tebbit and the education officer, but on March 11, an education officer advised the head to suspend the lessons, which he agreed to do "pending face-to-face consultation" with the education officers.

The face-to-face discussion did not occur until April 1. Therefore, by Friday, March 13, the week had passed with only two out of the six classes having been prepared for the film, hired for the following week only.

On March 24 *The Chingford Guardian* informed the school that Mr Tebbit had issued a press statement. It included an appeal to parents to stop "the strange goings-on" but discreetly omitted that Mr Tebbit had already taken the decisive step without making the least effort to find out what parents actually wanted. Democratic rhetoric but authoritarian action.

The local paper, to its eternal credit, acted scrupulously and responsibly. Amidst all the air, Mr Phil Knight (now chief reporter for *The Chingford Guardian*) was the only "outsider" who took the trouble to discuss the lessons with the head of the English department (B.R.). He went further and attended a parents'

"What is the point of these teachers, and other teachers in the borough putting in years of hard work to develop programmes suitable for multi-racial schools if the Education Committee allows them to be discontinued at the whim of an uninformed M.P.?"

Ann Clarkson letter to *Chingford/Waltham Forest Guardian* April 3 1981

meeting where the lessons were discussed and the film shown. At that meeting the parents gave overwhelming support to the school. Since Mr Tebbit's press statement had appeared to parents "to end the

weird teaching method", it seemed to us he had received the very come-uppance he had asked for. To this very day he has made no response to the parental voice and his recent version suggests either ignorance of it (unlikely) or contempt for it.

Our inference is that knowing nothing of the superb relationship the school has built with its parents, he thought he could, through his tendentious presentation, turn on prejudiced hostility with ease. Rush Croft School is the most open school either of us has ever encountered; parents can and do come into the school whenever they wish. They observe and participate in the lessons.

At this point, a group of resourceful and energetic teachers were both despondent and angry but also enormously cheered by parental backing and later on the firm approval of the governors. Then there came the most encouraging response of all: "In four consecutive issues of *The Chingford Guardian* (March 27, April 3, 10, and 17) support was expressed for the school in letters from parents and others, from participant pupils and from the editorial."

In the shoals of letters received only one expressed objection to the lessons: it was anonymous. Mr Tebbit's confident call to arms had produced one isolated recruit. His initial bluster turned to total silence. We suspect that at this point he was glad to return to ministerial business, happy in the knowledge that despite the views of parents, teachers and pupils, he had done his job well. The lessons were suspended. Power had for the moment triumphed.

And that's where matters stood until the whole affair surfaced again at the Swann committee conference. And here is Mr Tebbit at it again, never in the interval having had a moment's contact with the school. Criticizing the lessons with yet more felicitous phrasing, he tells us, "it's a bit like teaching people not to go Paki-bashing by putting people who have done no such thing up against a wall and bashing them". The truth is that he does not know what the lessons were like and has not troubled to find out.

R. R. Let me list the reasons why everyone should inspect this little piece of history with anxious eyes.

1. A Minister of State has a crude

view of English teaching. It is words it is "intended to teach kids to write, spell, punctuate and understand English". Is the Ball's part a dead letter?

2. Are all the prominent reports, conferences on multicultural education governmental half-hearted window-dressing? Does Mr Tebbit speak to Baroness Young? Does he represent a substantial view in government that it is all "educational theory"?

3. Can schools less resourceful than Rush Croft risk taking the advice of the DES, HMI and the School Council? We are told that teachers need guidance and resources. Mr Tebbit offers something rather different.

"If Mr Tebbit wants to write an article in the *Guardian* about children being brainwashed, that's all he must get his facts right. When he said that the children went home in severe distress, that wasn't true, because only one girl went home like that and she told her mother about it."

Extract from Rush Croft children's letter published in *Chingford/Waltham Forest Guardian*

4. What can teachers do in the face of ministerial abuse of authority? In a conventional boast that local authorities have control of the curriculum, does that mean only as long as they stay in line? Which line? B. R. and H. R.: It is time for another press statement from Mr Tebbit. We know what he is capable of but not what he is for. We are able to judge only in the open arena of the parents he could try to be honest, open discussion. We are desperately to know what good the ministerial head. The danger we've had of it frightens the life out of us.

Betty Rosen, formerly Head of Communications Department at Rush Croft School, Waltham Forest, is now Head of Communications, Waltham Forest Council, Haringey.

Harold Rosen is Professor of the Department of the Teaching of English (Mother Tongue) at the University of London Institute of Education.

Manchester seeks to rescue sixth form plan

by Hilary Wilce

Manchester is to try to salvage what it can from the sixth form college plan turned down two weeks ago by Sir Keith Joseph, the Education Secretary.

Labour councillors have decided to give Sir Keith exactly what he appears to want. They are proposing a revised plan which leaves out the three schools - Burnage, Farns Wood and Whalley Range High Schools - mentioned in the Secretary of State's letter of rejection as being of "proven quality" and cuts down the number of places in a sixth form college provision by reducing the number of places in a sixth form college from 800 to 50.

The plan will be put before the education committee on Monday and, if accepted, will go to the city council on Monday. Councillors have written to the Education Secretary asking to meet him in the following week, in the hope of getting an early indication as to whether this mixed scheme will be acceptable.

Mr Gordon Conquest, chairman of the education committee, said this week that the mixed plan was not as good as the original proposal. "But I believe sixth form colleges will, in the long run, prove more attractive to parents and pupils than sixth form groupings." Traditional sixth forms would dwindle and die. "Already in the three schools mentioned by the Secretary of State there are 11 groups of one child taking one A level."

However, the odds are stacked against the city being able to rush through a major reorganization plan by September 1982. Although it may be one or two small procedural corners, the mixed scheme will have to be treated as an entirely new submission.

Notices will have to be posted, and two months allowed for objections to be lodged.

The 1980 Education Act allows a Secretary of State to modify a reorganization scheme, but the scale of Sir Keith's objections was considered too great to be viewed as modification.

The legal precedent on the definition of modification dates back to Mrs Margaret Thatcher's days as Education Secretary. The Inner London Education Authority proposed to amalgamate three schools, but Mrs Thatcher preferred to keep two schools and allow the third to close. Parents went to court over the issue, and the ruling was that the changes proposed were too great to be deemed modifications.

To add to Manchester's considerable problem, parent groups and teacher unions are expected to object strongly to the revised plan, while a draft circular from the Department of Education and Science on post-16 provision, published this week, stresses the need for authorities to retain schools of proven worth and other single sex provision.

In addition, Sir Keith is thought to be less than enthusiastic about meeting a Manchester delegation to discuss resubmission, since such a meeting could prejudice his role as final arbiter.

Parents in the Malvern area are mounting a campaign against Hereford and Worcester's scheme to turn a girls' grammar school into a coeducational "supergrammar school" designed to take the top 4½ per cent of ability range from the whole county. Two public meetings are planned for next week.

Town hall anger over delay in the support grant

By Sarah Bayliss

Despair and frustration with central government was growing in the town and county halls this week over the continued delay in an announcement of next year's rate support grant.

Treasurers, education officials and councillors know that a late announcement - possibly after Christmas - will mean hurried decisions about levels of service and rate rises.

"We won't have time to go away and think - we shall just have to get the carving knife out," said one local authority source this week.

Mr John Horrell, Conservative chairman of the Association of County Councils, has written to Mr Michael Heseltine, the Environment Secretary, pressing him for an announcement. "We are desperate to know the real facts so we can organize our budgets," he told *The TES* this week.

The fears about budgetary chaos were only slightly allayed by the news that Mr Heseltine is ready to abandon the proposals for using rate referendums to curb local spending.

At a special meeting of about 100 local authorities, the minister was given clear notice that the plan had almost no chance of being passed by the Commons. Parents, teachers' unions and the local authority associations have all joined the lobby against the referendum idea.

But the Local Government Finance Bill is unlikely to go away. Part II of the Bill ratifies a complex method of holding back grant from local councils - a method which Mr Heseltine has already started to operate this year.

He must get that on the statute book and the likelihood that the minister will replace the referendum clauses in Part I with an alternative plan for curbing so-called high spenders is strong.

A Green Paper on the reform of local government finance and the possible alternative to rates is to be published next month and could be given Parliamentary time in the next session.

But the local authorities are more worried about short term decisions they must make and, in particular, the big rate rises which might be necessary next spring.

The key decision which still has to be made in cabinet is the proportion of total local spending which Whitehall funds. This year the proportion was 59 per cent and although a Treasury proposal for cutting the proportion to 50 per cent has been thrown out by spending ministers it is clear the figure will fall several points. For every one per cent drop in the Government's contribution £200m goes on the rates.

Teachers in Inner London are to stage a half-day strike next week in protest at controversial Government plans for new legislation to curb local authority spending.

The leadership of the National Union of Teachers has sanctioned the strike call in the wake of fears that the new legislation could lead to thousands of teachers in the capital city losing their jobs.

Sir Keith repeats: keep the best

by Biddy Passmore

In the wake of the Manchester decision, Sir Keith Joseph, the Education Secretary, has issued a draft circular setting out his views on secondary reorganization and falling rolls.

However, it is unlikely to give much enlightenment or hope to councils thinking of a switch from traditional sixth forms to sixth forms or tertiary colleges.

It restates Sir Keith's view that the best should be retained in any reorganization - and the best means

schools with good sixth forms. "He will not normally approve proposals", it says, "which have as their consequence the closure or significant change of character of schools which, by demonstrating their success in the provision they make for sixth form education, have already proved their worth under existing arrangements and in his judgment can continue to do so."

The only exception to the rule would be where "the prima facie case

for their preservation is displaced by other compelling educational considerations".

Second, the Education Secretary wants proposals to pay particular regard to parental preference, on religious or other grounds, for single-sex education.

Finally, the circular makes a plea for local authorities to allow adequate time for the "orderly implementation" of reorganization proposals.

Fluency in mother tongue needed

by Diane Spencer

Children of Asian origin should be fluent in their mother tongue as a good basic understanding helps them to learn English.

This is one of the conclusions in the evidence of the National Association of Head Teachers to the Swann Committee inquiring into the education of children from ethnic minorities.

The association's evidence is based on the result of two working parties, one in London, the other in the Midlands, and replies from a questionnaire from nearly 100 London heads with varying numbers of Asian children in their schools.

But the NAHT says teaching of English must have absolute priority in language tuition, "otherwise children will not seriously be able to cope with school or adult life".

At secondary level, there is little justification for the current neglect of mother tongue, the report says. Staff fail to encourage pupils to take their first language to exam level.

This is compounded by the examining boards. "Syllabuses for some of the minority languages are rare, and many of those currently issued are of a quality that would not be tolerated by the mainstream teachers of French or German."

The heads are concerned at the low educational achievements of immigrant adults, "these hard working citizens". Their education is part of the responsibility of every local education authority, they say.

The isolation of many Asian women is contributing to their children's failure at school, although as a whole, the NAHT finds that Asian-origin children do not underachieve.

Many mothers stay at home all day and come from poor rural communities where they have been given a poor education. Their lot in a crowded and poor part of town is not always a happy one.

They cannot provide a rich basis for talk and play either in their own language or in English, say the heads.

The association would like more books in mother tongue, help from adults skilled in minority languages to read to children in school and talk about their original countries, better contact with parents, and multi-ethnic advisory services in all education authorities.

The NAHT also found that Asian children were just as good at maths as English children, many were highly motivated, and at secondary school were more biased towards science subjects.



One aspect of the Tower Hamlets project

The way to build trust and morale

The use of the mother tongue in teaching adults from ethnic minorities helps to build up the confidence and morale of students, and to increase their trust in an organization.

A bilingual approach can also help to break down the gulf between students and teachers, by putting the English-speaking teacher in the position of having learnt the rudiments of another language, a London seminar was told last week.

Ms Sally Henry, a communications teacher with an East London training project for immigrants from Bangladesh, told the seminar that to neglect the importance of bilingual teaching was "a symptom of racism".

It was important to make real efforts to include mother tongue and bilingual teachers in the teaching of minority groups.

The very presence of such teachers - "people who've made it in a monolingual and racist society" - acted as an encouragement to students, she said.

The East London project, based in Tower Hamlets, offers both language

and skills training for local Bangladeshi, most of whom work in the area's small family clothing workshops. Machining, sewing, and pattern cutting, and basic English, are taught on a bilingual basis.

The seminar, organized by the Adult Literacy and Basic Skills Unit, looked at the use of the mother tongue in the education and training of ethnic minority workers.

Mr Joginder Sahota, director of the South Yorkshire Industrial Training Unit, told the seminar that he had once considered it important for students to humiliate themselves in English, but he had changed his mind.

"How can you explain, say, the concept of poison in English to someone who only understands a very few words of the language?" Use of the mother tongue could help to explain the aims of a language course, and how it was to be run, as well as encouraging students to relax.

Hilary Wilce

From labs to building sites ...

by Bert Lodge

A physicist who left university with a postgraduate certificate in education last June is labouring on a building site with no intention of getting a teaching job, according to research into the 1981 PGCE leavers.

Two others with degrees in chemistry and technology respectively have said they are not looking for school posts. The Universities' Council for the Education of Teachers estimates that 11 per cent of last year's postgraduate teachers qualified in shortage subjects have not taken jobs in schools in this country, though some have taken posts abroad.

"It represents a serious loss to the service though some may well come to teach in the UK in due course", Miss Mary Russell, UCET secretary, said this week.

At the same time, of 419 of last summer's leavers

trying to get a job but still unemployed up to the middle of October, 83 were either mathematicians or scientists, including five physicists, 29 mathematicians and 17 chemists.

Biggest overproduction is of history teachers, with 63, or 13 per cent of the total, still unemployed. Next are sociology students with 12 per cent still seeking a job.

The Department of Education and Science recently accepted the definition of shortage subjects to include only mathematics, chemistry, physics, craft-design, technology and Welsh.

Altogether 3,626 of the 1981 PGCE students got jobs on qualifying, representing a fall in the percentage of the total to 69 per cent, compared with 72 per cent last year, and 70 per cent in 1978.

Lifeline for village schools urged

by Biddy Passmore

Urgent action is needed to prevent up to 4,000 village schools from closing as a result of falling rolls and cuts, according to a report published on Monday.

It proposes the introduction of an agreed "basic budget" for all schools, based on what each education authority should provide to achieve equal curricular opportunities.

Parents could then top up the budget through voluntary contributions, with the L.E.A. itself giving additional help to schools in poor areas. A small local rate raised by parish councils might also provide extra funds.

Some schools could be designated rural community schools, it suggests. These would be schools for which L.E.A.s could delegate some administrative responsibilities to strengthened governing bodies, so that active local communities could play a greater part in running the school and raising extra funds.

The report - *A Positive Approach to Rural Schools* - was prepared by a group of experts on rural affairs and education led by Professor Paul Hirst, professor of education at Cambridge University, and Professor Richard D'Aeth, president of Hughes Hall, Cambridge.

It stresses the special importance of replacing incompetent teachers in rural primary schools, where there may be only two full-time teachers and some part-time assistance.

"The problem of replacing very few teachers applies to all schools", it says, "for in urban schools a poor teacher may do just as much harm; but in the small school a very weak teacher, who cannot easily be supported, may lead to the school being closed."

The report, considers rural schooling in Scandinavia, where keeping village schools open is taken much more seriously. It concludes that a national policy along the lines suggested is urgently needed in Britain to avoid the extinction of most rural schools and the decline of their communities and it suggests that the DES should set up a committee of inquiry.

A Positive Approach to Rural Schools, a Cambridge Policy Study in Education, can be obtained from The Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX, price £1.75 including postage.

Brixton riots report lists four areas of education needing urgent reform

Act now or pay later, warning from Scarman

by Diane Spencer

The Government must take urgent action in four main areas of ethnic minority education, Lord Scarman said in his report on the Brixton riots published this week.

Failure to act now would cause widespread disappointment and ultimately unrest among the minority groups in our society, he said.

Lord Scarman listed the four main areas for reform as: the under-fives, teacher training, language and home-school liaison. His recommendations mainly echoed the Rampton report and the Home Affairs Committee's report on racial disadvantage published last summer.

More play groups, nurseries and organized child-minding facilities serving all the community were particularly important in an area like Brixton.

The need arose among West Indian families partly because of family breakdown (one in six families in Lambeth have only one parent) and twice the national average, and half of them are non-white according to 1978 figures), and because of the importance of early language teaching.

Teachers must be trained to recognize the needs, the cultural background and the expectations of minority group children and parents. However, he gave warning that teachers must beware of "reverse racism" in attributing all the ills of black people to exploitation by whites. A balanced approach was needed.

Although the curriculum should fully recognize the value of different cultural traditions, the "primary object of schooling must be to prepare all our children, whatever their colour, for life in Britain". It was essential that children should leave school able to speak, read and write effectively in English. "This is of the first importance if young black people are to have a chance to make their way, and to contribute to the extent they have it, in them to do, to British society."

Home-school liaison varied con-

siderably; but black parents were often hesitant to take a full part in school life. Lord Scarman said he hoped teachers would encourage parents to take an interest in their children's education. Only if parents and schools could be brought together would parents appreciate what schools were trying to do for their children, and teachers understand parents' expectations.

The police should become more involved with schools, he suggested. But there were obvious limits to the proper activities of the police in schools: it would be "wholly inappropriate", for example, for police officers routinely to enter school premises to question children about suspected offences.

Police should be encouraged to continue visiting schools to discuss road safety and the role of the police force as they did at present; but they could also help in educating children "in the fundamentals of an ordered society", he said. "Indeed, as the pressures on our society grow in intensity, the need for programmes of instruction for all children in the way of government works, in the law, and in the duties as well as the rights of citizenship increases."

Children must also be educated in the use of leisure. It must not result in boredom and idleness but in satisfying activity such as sport or the arts.

Unemployment in the Brixton area was as high as 55 per cent among black youths under 19, and it seemed to him clear that discrimination played a part in this. In the interests of social stability there was a long term need to provide useful, gainful employment for young people. He favoured one suggestion that they should take part in projects designed to clean up and regenerate the physical decay of inner cities.

Lord Scarman said he had no doubt that racial disadvantage was a fact of current British life, and it was a "significant factor in the causation of the Brixton disorders".

"Urgent action is needed if it is



● Last April's riots... racial disadvantage "a significant factor".



Lord Scarman... basic flaws in our society

not to become an endemic, ineradicable disease threatening the very survival of our society."

Institutional racism did not exist in Britain. "But racial disadvantage and its nasty associate, racial discrimination, have not yet been eliminated. They poison minds and attitudes; they are, and so long as they remain, will continue to be a potent factor of unrest", he said in his conclusion.

A coordinated attack by central and local government, with sufficient funds, must be made to eradicate racial disadvantages in education and employment. This task was even more urgent than that of establishing permanent good relations between ethnic minorities and the police. "Good policing will be of no avail unless we also tackle and eliminate basic flaws in our society. And if we succeed in eliminating racial prejudice from our society, it will not be difficult to achieve good policing."

The Brixton Disorders 10-12 April, 1981, Cmnd 8427, 18

A Home Office study on racial attacks in Britain, published last week, reported that "some education

authorities and teachers "were said to be ambivalent about seeking to counter racism" David Lister writes.

Mr William Whitelaw, the Home Secretary, indicated to members of the all-party Joint Committee Against Racism after the publication of the report, that he would be asking the Department of Education and Science to pursue ways of combating racialist activity and propaganda among young people at schools. He also expressed concern about racialist activity at football matches.

Home Office officials interviewed local authority officials, councils, police and community workers in 13 police areas: Bedfordshire, Great Manchester, Kent, Lancashire, Leicestershire, Merseyside, Mx Police District, South Wales, Sussex, Thames Valley, Warwickshire, West Midlands and West Yorks.

The section in the report on racialist activity in schools says: "A number of local authorities, teachers and community relations councils believe that racialist activity in schools is increasing. In some cases the leaders of particular organizations have been circulated within schools, or pupils have come to school wearing their insignia. We were also told of occasional when racial confrontations had taken place in schools."

"It is difficult to gauge how wide spread such occurrences may be, particularly since some teachers think it better to ignore them. It was suggested that teachers often have difficulty in knowing how to react, although examples were cited in which a firm response, particularly by head teachers, to the outward manifestations of racism (eg badges, leaflets, abuse) had proved effective."

Sarah Bayliss on the National Association of Governors and Managers annual conference

Chairman pleads for purse-strings power

School governors want more involvement in the financial affairs of their schools, leading members of the National Association of Governors and Managers said at their annual conference.

Mr Jo Pryke, new chairman of the association, said she believed governors should know how parents' contributions were being spent in schools. "If children are bringing in a term for what's called the School Fund and it's being spent on textbooks and equipment, then the tie is being broken," she said.

In some authorities, head teachers sit down with governors to decide how the capitation allowance should

be spent. In the Inner London Education Authority, governors had some responsibility for deciding how additional money - known as the Alternative Use of Resources Fund - was spent. That money, distributed between schools according to their needs, could be spent on staffing if the head and governors said so.

In Cheshire, governors were getting involved in the entire budgets of particular schools in an experiment with "cost-centre" schools. Expenditure on teachers' salaries was one of the responsibilities undertaken.

Mrs Pryke said she believed that a measure of independence would be very welcome in the financing of

repairs and maintenance. "The eternal frustration for governors is that the inventories have still not been repaired and they can't do anything about them."

In Cambridgeshire, there was a scheme which allowed governors to get a repair done. If it was done more cheaply than the council's architects' department had estimated then the school could keep the saving made. However, the scheme had been shelved since no money at all was being spent on repairs and maintenance in the current year.

The distribution of scale points for teachers was another area of finance which governors could get involved

in. A head teacher distributing 60 scale points in his or her school was handing around £20,000 on paper.

One governor from St Albans in Hertfordshire said she sat on a governing body for eight years and money had never been discussed. "It wasn't for the lack of asking," she said, adding that she wanted to know how to get finance on the agenda.

A member from Cheshire warned that with falling rolls and more parental choice, head teachers were even more reluctant than in the past to reveal just how badly off their schools were. It was up to governors to spend time in their schools and find out.

Complaints first to the head

Parent governors should not air their complaints about a bad teacher in a governors' meeting before raising the matter with the head.

That was one piece of advice offered to the conference by Professor Maurice Kogan of Brunel University who had completed the first year of a three year research project on governors funded by the Department of Education.

On the theme "Should governors govern," Professor Kogan said that if head teachers encouraged good and trusting relations with parent governors then that helped the effective government of schools.

Mrs Elizabeth Monck, an ILEA governor, said it was difficult for governors to admit they had ever appointed a bad teacher.

"I like to think that one thing the polytechnics will encourage is a breaking out of the mental quarantine that has characterized this country for too long, a quarantine that has received a new expression in labelling you and me and my colleagues as part of the public sector borrowing requirement", he said.

Mr Peter Dawson, general secretary of NATFHE, the 75,000-strong college lecturers' union, said this week that some polytechnics faced a 15 per cent cut in their budgets next year.

Money for advanced further education was likely to be cut by 10 per cent in just one year with "catastrophic" consequences. And the distribution formula leading to high-spending institutions facing cuts of well over 15 per cent, including some like Huddersfield and Teesside in areas of deep economic depression.

"The Government has indicated that the distribution formula, in very crude terms, will penalize high-spending institutions but there is no analysis as to why some institutions have to spend more per 'student than others', he complained, whether it is, for example, because they operate on several sites or whether others are simply under-resourced.

In St Helens up to 88 jobs will be created by the scheme which should start in January and in Salford over 100 patrolmen are employed. Under the Community Enterprise Programme they are paid the "going rate" for the job, approximately £80 a week.

Priority is given to under 25-year-olds who have been unemployed for six months and to over 25-year-olds unemployed for more than 12 months.

A spokeswoman from the National Union of Public Employees, which many school caretakers belong to, said that in general the union's view was to co-operate with MSC schemes and to be in favour of people being taken off the dole.

It would oppose schemes, however, if they used cheap labour or if the jobs involved were already being done by existing council employees.

Apart from the financial savings on vandalised property and insurance premiums, it has been claimed that the scheme keeps young people out of trouble.

An officer in Salford said: "The people here know we're patrolling the schools at night and that must have some preventative effect."

Sarah Bayliss



Lecturers get warning of future cuts

by Biddy Passmore

Warnings that the polytechnics are about to be savaged, came from a polytechnic director and the college lecturers' leader this week.

Dr George Tolley, director of Sheffield City Polytechnic (pictured above) said at his degree and diploma ceremony on Wednesday that what the universities were having to cut in three years would probably be cut from the polytechnics in one year - and that from a resource base already eroded and never as generous as the universities.

Those who said we had too much higher education could not possibly understand the world we live in, Dr Tolley continued. Three things had been wrong with the "great expansion" of higher education in the 1960s and 1970s:

- It was too timid and moderate;
- Not nearly innovative enough and confirmed conventional patterns of access, intake and courses;
- The output was not fully and effectively utilized.

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Sarah Bayliss

Announcements

DEPARTMENT OF EDUCATION AND SCIENCE/ CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

IN-SERVICE TRAINING FOR TEACHERS OF FRENCH
A short in-service training course for teachers of French, organized jointly by the DES and the Central Bureau, will be held in France this summer as follows:

LA ROCHELLE: 19-21 JULY
The course, which will be directed by a member of HM Inspectorate, is designed for practising teachers of French and will be concerned primarily with maintaining and improving fluency in the spoken language.

Requests for financial assistance should be made to the local authority or governing body; such assistance is entirely within the discretion of the employer. The Central Bureau will be able to make available bursaries of up to £50 to those participants from England and Wales who are not fully supported by their local authority or governing body. Participants will not be asked to make any contribution towards tuition fees. The Central Bureau is able to make group travel arrangements for participants.

Applications for the course should be made as soon as possible but no later than 15 January 1982. Application forms are obtainable from: Central Bureau for Educational Visits and Exchanges (Courses Section), Teacher and School Exchange Department, Seymour Mews House, Seymour Mews, London W1H 9PE and should be returned to that address. This course is additional to those advertised in the booklet "Short Courses for Teachers April 1982 to March 1983" organised by the Department of Education and Science and the Welsh Office Education Department and directed by HM Inspectors.

Further courses to be held in the summer in France and Germany will be advertised at a later date.

BEd best route into teaching, says training body chief

by Bert Lodge

The BEd route into the teaching profession was strongly recommended to sixth formers this week by Mr Alan Bamford, chairman of the committee controlling the Central Register and Clearing House which processes applications for teacher training.

Figures supplied last week to the Government's Advisory Committee on the Supply and Education of Teachers forecast a dramatic rise in the demand for primary teachers in the late 1980s.

Even if last year's entire intake of 5,500 BEd students went into primary jobs this would still leave more than half of primary vacancies unfilled.

But unemployment in recent years has caused a slump in popularity of the BEd. Last year's 5,500 represented only 60 per cent of the planned target figure.

"The committee feels we should keep a balance between the three or four year BEd route and the one year postgraduate certificate in education," said Mr Bamford who is principal of Westhill College, Birmingham.

"But the latest figures amount to every encouragement now for young people to apply for a BEd course."

The ACSET committee was told that a major swing in output from secondary to primary would be im-

perative to meet the demands later in the decade. At present for every one student starting the BEd two start a PGCE course, most of them for secondary teaching.

"A student starting a BEd course next year will be coming out with an honours degree in 1986 just when the demand in primary is picking up," Mr Bamford said.

The BEd route where teacher training is concurrent with academic study is usually regarded as professionally superior to the PGCE no longer than eight months.

The fact that a student has chosen the BEd in preference to a BA or BSc followed by the one year teacher training course is also regarded as indicating a greater commitment to teaching.

Miss Beryl Sowerbutts, Clearing House secretary, said this week that intake to the BEd this autumn had reached 6,200 and applications for next year were up by 6.3 per cent. The estimated scale of increase of demand for primary teachers in the late 1980s will inevitably be received with some scepticism coming after such a sharp decline in recent years.

This is due to reach its lowest point in 1983 when the DES estimate that no more than 63 primary jobs will be available throughout England and Wales.

Now Brent Teachers' Association is conducting a ballot of all its members asking if they want Mr Horne to be nominated in Mr Adams' place, or not. Only a person nominated by a meeting of the teachers' association can be elected.

NUT election bar confirmed

by Bob Doe

The National Union of Teachers has confirmed that the teacher nominated by Brent Teachers' Association for the union's national executive will not be allowed to stand because he was suspended from membership after taking unofficial industrial action last summer.

At its meeting last weekend the executive exercised its powers to interpret the union's rule that candidates must have been members for three years before seeking election. The view of the union's legal adviser was confirmed that the suspension was a later reinstatement of Mr Collins Adams, NUT representative at Alton High School, Wembley, after an hour-long protest last summer, broke the continuity of his membership.

Mr Adams, who has been a member of the union for nine years, lost the current executive election, by 105 votes to 91 in the nomination. Mr Horne had urged the Alton teachers not to take part in the demonstration during school hours.

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Primary pupil records need high priority

by Bob Doe

Young teachers should be freed from non-teaching and supervisory duties to give more time for the recording of pupil progress says a report from the Schools Council published yesterday.

Pupil record keeping does not have a high enough priority in schools, the council says. Valuable information is lost because teachers do not have time to write it down in sufficient detail.

The report, *Record Keeping in Primary Schools*, says the best record systems are those developed by all the staff in a school and continually kept under review.

The research team from the National Foundation for Educational Research looked at the records kept in 200 primary schools in England and Wales. They soon abandoned as unsatisfactory their plans to produce a recommended system of recording that would suit all schools.

Primary schools differed too much and "record keeping represents the last stage in teaching, not the first. To set up a record keeping system,

then to decide what to teach, is to get the process back to front; a case of the tail wagging the dog with a vengeance."

But the pupil records they examined tended to be of use only to those who had drawn them up, the report criticizes. Their meaning was not sufficiently clear to anyone else and the researchers recommend more cooperation between primary and secondary schools over the transfer records.

The report says primary school records are "blatantly rejected" by secondary schools because much of the information given is not wanted or not comparable with records from other primary schools in the area.

Teachers generally considered all pupil records should contain, in order of importance, name, medical and other important personal factors, details of those to be contacted in an emergency; physical and emotional handicaps that might affect learning; any learning difficulties; results of referrals to an educational psychologist; the point reached by a pupil

on reading and maths schemes; attainment in basic skills and the name and results of any standardized tests taken.

Details of pupils' personal and social development, stated objectively, should be included to give secondary schools a clearer picture of the child, the report says.

Widely differing views were found among teachers on the question of allowing parents to see their child's files. Those against saw it as undermining their professionalism and preventing them from giving frank and honest accounts of progress, home circumstances and personal development.

Potentially embarrassing information would be left out and the jargon used might lead to misunderstandings or misinterpretations by parents.

Teachers in favour of showing pupil records to parents argued teachers should be frank with parents and involve them in their child's education. Records should be concerned with facts only and if they

An anti-vandal scheme which protects school buildings and also creates jobs for the unemployed is being expanded on Merseyside.

St Helens education authority is planning to start the special security scheme from next January and in neighbouring Knowsley the education committee has just given approval for a second year.

Both councils have had the advice of Salford education authority which pioneered the night-time system of patrolling school buildings four years ago. One of the main signs of success there is that the bill for insurance premiums on school premises has dropped by £25,000 over the past two years.

All three authorities are combatting vandalism with the help of the "Services Commission" which pays the security patrols' wages through its Community Enterprise Programme.

In Knowsley over 80 people are employed to patrol the grounds of schools and colleges at night looking for signs of burglary, fires and intruders. They work from vans fitted with radio sets and are supervised by ex-police men.

In the first four months of the scheme there were 40 per cent fewer



Beating the dole and vandals

break-ins and there have been no major fires since its inception. The headteacher of a comprehensive school in the Huyton district told the TES this week, "We were vandalized very badly in the past but we aren't now - that's our success story."

He did not want his school to be identified but said it was in a vulnerable position "slightly off the beaten track" on a deprived housing estate. Until 18 months ago it had been subjected to a succession of serious fires and up to two break-ins a week. Although the school remained open throughout this period the effect on the morale of staff and pupils was "crippling."

The head teacher stressed that vandalism was a community problem

rather than one for which schools and their pupils were wholly to blame.

Mr S Fairbank, Knowsley's assistant education officer for buildings, said that in the past the authority had paid about £30,000 a year to a private security firm which stationed eight patrols at particular trouble spots.

But now for a similar sum - roughly £26,000 - the authority was getting the services of 10 times as many patrols and their wage bill - roughly £2m - was paid by the MSC.

"We're tackling two big problems at once - attacks on school property and unemployment," he said.

Two-year secondment

by Bert Lodge

While the average release time for teachers to go on in-service training is still only about four days a year, 30 Oxfordshire teachers this term began a two-year secondment from their jobs.

How they will spend the two years is described in a book published this week which looks at the whole range of in-service provision in England and Wales.

It emphasizes how far short the provision is from the ideal of a term off every seven years laid down in the 1972 James Report.

Mr Tim Brighouse, Oxfordshire chief education officer, says the idea of a two-year secondment for outstanding teachers in mid-career grew out of discussions with teachers early in 1980. The authority's aim is 150 full-time secondments a year.

The triple I scheme (a teacher in each school who oversees initial training on school practice, induction for probationers and in-service courses for the regular staff) is described in detail by a teacher from Leeds, the authority which pioneered the concept.

Mr Terry Hawkins, head of department in a Leeds comprehensive, writes to students before they start their teaching practice, welcoming them to the school. He keeps an eye on them during the six or eight weeks practice in the same way as he supports any probationers the school has taken on.

At the same time he keeps permanent staff informed of suitable courses and arranges school-based short courses.

In-service: the teacher and the school. Edited by Carol Donoghue for the Open University, Kogan Page, 120 Pentonville Rd, London, N1.

Plea on exams

Headteachers want the new 16-plus exam made more suitable for a wider ability range than the present GCE O level and CSE exams that are due to merge in 1987. In London last week secondary heads, belonging to the National Association of Headteachers, issued a statement supporting moves towards a wider range of skills and abilities being tested in the new exams to offer more positive assessments to the less able.

THIS THE TIMES HEALTH SUPPLEMENT

The Times Health Supplement is the new newspaper of the health community. Readers, particularly those with a professional interest in health or medical matters, are invited to write for a free inspection copy to the address below.

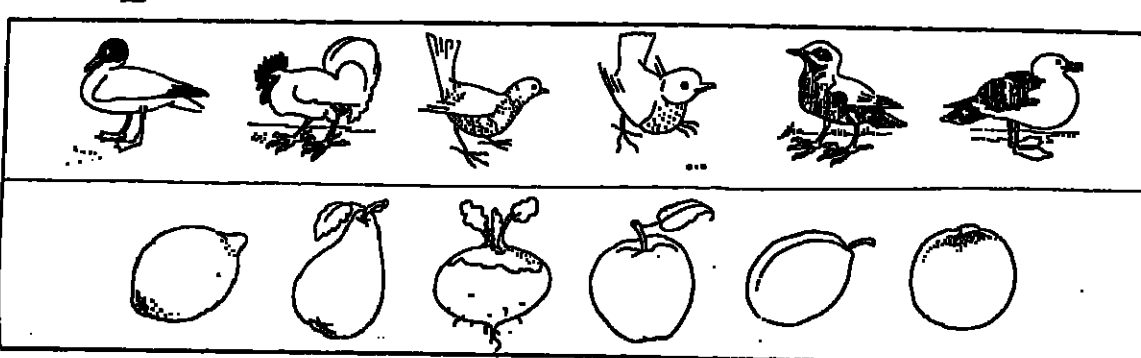
Nigel Denison, The Times Health Supplement,
200, Gray's Inn Road, London WC1X 8EZ.

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Doncaster makes progress with screening tests for seven-year-old underachievers. Abler children also benefit as Bob Doe reports

Improvements without fail



Selecting what does not fit: a section of the 7-plus picture test.

Screening tests for all seven-year-olds followed up by a 40 strong task-force of specialist support teachers are part of an attack on underachievement that seems to be having some success in one local authority.

The tests being carried out in Doncaster identify not only the top infants who are obviously failing, but point out also the abler children who could be doing a lot better.

The partnership forged between schools and the town's Teacher Support Service does more than just bring the lowest achievers to the point where they can cope in ordinary classes. Their progress from then on often proceeds at a more rapid pace than that of the average child as they make up for some of their earlier underachievement.

Since 1978 Doncaster has given all its seven year olds a non-verbal reasoning tests (Moray House 7 plus picture test 2), a reading test (Carver Word Recognition) and a home-grown test of practical mathematics which is given individually to every child by their teacher.

The maths test, devised by Mrs Joyce Davies, Doncaster's maths advisor, includes counting, ordering of lengths, shape recognition, and comparisons, number recognition and combinations, and simple problems ('A car has four wheels. There are two cars on the road. How many wheels are there?'), and money ('Look at these coins... Show me four pence.')

Any seven year old with a reading score below five years six months, scoring less than 18 out of 25 on the maths test or less than nine out of thirteen on the number questions is

automatically withdrawn from ordinary classwork for an hour or two of assessment and remedial teaching every week with one of the Teacher Support Service remedial teachers.

But very low test scores are not the only way pupils qualify for TSS attention. Those with scores above these minima are also looked at to ensure that no child with above average non-verbal reasoning score is apparently underachieving with only very modest progress in reading.

The TSS remedial service is run almost like a separate school inside the school system. The education it provides is centrally organized with its own system of careful record keeping, monitoring of progress and schemes of work. It even has its own capitation and stocks of materials for the 2,300 at present on its books.

Its "headmaster" is Mr Frank McDermott, who has his own special reason for sympathizing with 11 year olds who cannot read. He was one once.

This year the screening suggested 503 children were in need of this special help. First they are seen individually by the remedial teacher responsible for the group of three or four primary schools. This "initial investigation" is to establish just what seems to be going wrong in the child's learning.

About 30 different checks and tests are carried out systematically at this stage to determine such things as left and right handedness, visual and listening skills, correct copying and understanding of some basic ideas.

Frank McDermott believes it is significant that the most common difficulty identified (in more than 60 per cent of the children referred) is "incorrect letter recognition" suggesting reading failure is often due to poor visual discrimination or inadequate pre-reading preparation. Incorrect copying of geometric shapes is the second most common followed by "cross laterality"; left eye and right hand dominant or vice versa.

Just what the significance of this cross laterality is Frank McDermott is not sure. In one Doncaster ESN (M) school 98 per cent of the children are said to be cross lateral.

A full report is then written on every child; drawing on the initial investigation, the experience of the class teacher and the areas of weakness shown up by the maths and reading tests.

From this a programme of work for both class and remedial teacher is mapped out for every child. "I can walk into any Doncaster school now and ask the support teacher for her programme of work for any of these children" said Frank McDermott.

In number work use is made of a checklist of 40 skills to be covered such as "meaningful counting to 20", "concept of addition" and "recognition of signs". Progress in each one is commented on, not just ticked off. Comprehensive termly reports are written on every child. Entries are required under eight headings.

"Worked on both visual and auditory discrimination from School House first level. All sounds covered," is a typical entry under pre-reading.

"Knows all letter sounds. Can blend three letter words and single syllable words," might be another under phonics development.

There are regular tests to check on progress and to decide when a child can cope well enough if remedial help is phased out.

That happens when remedial and

class teacher agree it should and when the reading quotient (average for age 100) is above 85 or a child scores 40 or more out of 50 on another of Mrs Davies's tests. Once again that maths test is given individually and covers the grasp of spatial and mathematical concepts as well as simple computation.

"We strongly believe you cannot distinguish between number and language work. So much conceptual understanding depends on language," said Frank McDermott.

More than half those picked up in the first screening in 1978 have now returned to their classes full-time. So have a third of those picked up last year.

A random sample of 36 per cent of those "discharged" revealed that after one year 92 per cent had further improved their reading ages. Two out of three had improved their reading quotients; in other words their reading age a year after remedial teaching ended had increased by more than one year suggesting they were actually making up some of their lost time.

Frank McDermott does not pretend the screening tests are anything more than a crude device that on their own would not be much help. He does not believe either that the TSS can claim credit for all the gains made.

But he says the service has provided some teachers with new ways of doing things, helped them to focus more effectively on individuals needs and shared their problems.

"We feel it is very important to work closely with the class teacher," he said. The fact that the remedial teachers worked an almost full timetable also gave them credibility.

"I may not speak with any academic authority but I hope we can speak with a nitty-gritty understanding of real classroom problems," he said.

He believes peripatetic remedial teachers should also be ready to render a full account of what they do and why to the class teacher. For that reason all their regular progress reports are drawn up in triplicate so the school and the TSS can make their own independent checks on pupils' progress.

The distinctive, separate philosophy of the service is obviously not going to fit in with the way all schools like to do things. Some of Doncaster's schools were once part of Sir Alec Clegg's West Riding where it was thought "everything will come through art," according to Frank McDermott.

But the TSS has won considerable support from the education committee, who may see it more in terms of making schools accountable. While Doncaster has shed many of its advisers to save money, the TSS staff has almost doubled since 1979.

Most teachers seem reasonably satisfied with it; one teacher researching the scheme for a higher degree thesis found 94 per cent of head teachers and 84 per cent of staff believed the TSS improved basic skills. Class teachers reckoned 40 per cent of those given special attention made "significant and rapid" improvement and two thirds thought they taught the rest of the class more effectively because the TSS helped some pupils.

"I really do believe we are on the right tracks," said Frank McDermott. "Everything is done in consultation with the class teacher. It means the child's difficulties are being attacked by two teachers in unison."

In brief

Action over cuts

Teachers in Bradford have launched a campaign of industrial action against cuts in education spending which, they say, have reduced staffing standards in schools. Members of the National Union of Teachers are two 13 to 18 schools began refusing to cover for absent colleagues last week after a national deputation of union leaders had made little progress in talks with the education authority.

Fifteen subjects

Mrs Joan Leighton, headmistress of Poundswick High School, Manchester, has written to say that the number of GCE A level subjects offered at her school in September last year was 15, not 9 as stated in the title which appeared in *The Times* last week.

High speed gain

A mechanical engineering student sponsored at Southampton University by British Rail has won an award for women given by the Engineering Industry Training Board. Miss Susan Collier chose as her award-winning essay subject the maintenance of BR's high speed train which she worked on during her first year of sponsored training at the Delft depot.

All change

There is still time to enter *The Times* "Changing Schools" competition, with prizes of £25 (plus £100 for school funds) for the best accounts by seven to sixteen-year olds of the pleasures and perils of going to a new school. Full details in *Antidote* on November 13 and October 24, from this office.

Language move

The two associations representing English language schools have welcomed British Council proposals for a new scheme of recognition. The Department of Education, which a present recognizes schools as efficient, is withdrawing from this next April. The proposed system would be run by the British Council, and be open to part-time as well as full-time institutions.

Appeal target near

A £500,000 appeal for a new classroom block and improved science facilities at Bristol Grammar School has passed the £300,000 mark. The school, which was formerly a direct grant school and is now independent, will celebrate the 450th anniversary of the granting of its charter next year. The new building will mark the event.

Madeley campaign

A campaign to oppose the threatened closure of Madeley College, Staffordshire has been launched by staff and students. Formerly a teacher training college, Madeley became the faculty of education of North Staffordshire Polytechnic in the 1977 reorganization, but the local authority agreed in principle last year to close the site and transfer the faculty to another part of the polytechnic.

Religious order

The Order of Christian Unity, the ecumenical body for the advancement of Christianity particularly in family life, education and medical ethics, is seeking a meeting with St Keith Joseph, the Education Secretary, to discuss grants for student teachers of religious education.

Pianists accord

Forty school pianists are back to Nottinghamshire schools accompanying music lessons after a decision by the Labour-controlled administration to restore the service in schools. Over the past three years many primary schools had lost teaching staff pianists among their teaching staff who were not replaced. "While we cannot fully replace the pianist accompanist in a class," said Mr James Stone, director of education.

Biddy Passmore attends a convivial meeting between top industrialists and academics

When worlds collide on technical details

A sunny Thursday at the education/industry interface. A messy spot, it might be thought, but not a bit of it. For this was an interface at the very highest level - between the universities and top industrialists, and organized by the vice-chancellors' committee.

It was held in the glassy surroundings of Imperial College of Science and Technology. And all was well on tills - for the interfacers were mostly men - and good food and wine. Observing those taking part, it was hard to believe there was a recession upon us.

There were the routine complaints about the anti-industrial bias in British society and pleas for arts students to be more numerate and maths and science students more literate.

Industry often finds new graduates cannot express themselves convincingly on paper, reported Sir Raymond Pennock, chairman of the Confederation of British Industry. "In the whole of their university career, students in science and engineering may do no more than write a couple of essays so that, when they graduate, they may be worse at expressing themselves than they were in the sixth form."

Every educated scientist should be able to speak at least one other foreign language as fluently as his own, he continued. And, with a charming disregard for the shortage of modern languages teachers, he went on to suggest that some language test should be part of the entrance requirement to university.

Mr Patrick Jenkin, Industry Secretary, who paid the conference in lightning visit after lunch, said industry was not getting its share of graduates - only 23 per cent in 1979-80. He poured scorn on the notion that the universities could ever produce too many technicians and engineers. It was not just a question of the established industries could absorb; we should look forward to the creation of new industries. In any case, he had never understood why a surplus of engineers and technicians is bad.

He said industry should do much more to commission research from the universities. Universities should also use the "profound influence" they exerted on schools through publications and syllabuses, to foster a spirit of innovation and problem solving.

This last point was taken up by Mr John Mann, secretary to the Schools Council. Schools were "desperately in need" to develop a sympathetic attitude to industry, to develop practical capacity and the ability to work in groups, and to break down the knowledge split, he said. But they were inhibited by two major constraints: the present external examinations system and the admissions policy of some university



Getting on with the job - testing engines, with the spirit of innovation and problem solving called for by Mr Patrick Jenkin the Industry Secretary.

admissions tutors. Perhaps unsurprisingly, the university representatives failed to respond to his statement. While industry may plead for a broader sixth form education, attempts to reform A levels have foundered repeatedly on the rocks of university opposition.

Professor Ralf Dahrendorf, director of the London School of Economics, however, seemed to suggest a way out of the difficulty - through social science. He pointed out that one of the paradoxes of Britain was that it was one of the great industrial countries that had never liked industry. The universities were unlikely to change that.

On the Continent, it was actually law, not engineering, that was the path to the top. Britain too had chosen a particular route - PPE at a small number of universities - as a way of getting to the top.

Some social science element in the training of those who wanted to succeed was very useful, as much for engineers as arts students, because it put the specific elements of their training into a wider context. He would, however, be opposed to making the degree longer to accommodate it. One of the great weaknesses of all Continental systems, he said, was that young people in the best years of their life remained students.

On the cuts, Professor Dahrendorf also said flatly that it was a mistake to think there was a straightforward correlation between economic performance and the education of graduates in certain skills. Beyond a certain threshold, the training and education of graduates had no effect on economic performance - and he suspected that all West European

countries had crossed that threshold some time ago.

Much of what the universities did was irrelevant to the specific demands of industry, business and the Government, he continued. The Government supported them not primarily because they were useful but because they were places where the frontiers of knowledge were advanced.

Sir Raymond Pennock took a risk in such a gathering by defending the Government cuts - although he was quick to stress that he thought any "violent" cuts were attacking the seed corn. He also appeared to defend the University Grants Committee's allocation of funds. The UGC's decisions reflected a considerable shift of resources towards technology, he said, although the reactions of individual institutions had made the outcome seem exactly the opposite.

For the future, some mechanism should be established between the universities and industry to discuss any reallocation of resources.

Lord Flowers, Rector of Imperial College, made a strong plea for more funds from industry for the universities. If they were not forthcoming, it would be difficult for them to meet industry's specialist needs.

Wisely, the Industry Secretary refrained from commenting on the university cuts. And Mr William Waldegrave, junior minister responsible for higher education, sat in the front row keeping his own counsel. He was taking a well-earned rest after the onslaught on the Government's policies in the House of Commons the day before.

Polys and colleges want more say nationally

Polytechnic and college directors are to make a strong bid for greater representation on the Government's proposed national body to oversee public sector higher education.

Details of the body were released in a letter from the DES to interested parties last week. As expected, the Government proposes to exclude from the top committee the "Committee for Local Authority Higher Education" and all interest groups, other than the local authorities.

Institutional representatives would be included in the tier (the "Board for Local Authority Higher Education"), where the real decisions on funding and course approvals are expected to be made. At this level, there would be two representatives from the Committee of Directors of Polytechnics, one from the body representing the directors of the largest colleges (Scopado) and one from the Association of Principals of Colleges. There would be two seats for NATFHE, the college lecturers' union.

NATFHE appears likely to accept this allocation. Polytechnic and college directors, however, are furious at their exclusion from the main committee and consider their representation on the board quite inadequate. The Council for National Academic Awards (CNAA), which has been offered one seat on the board, is also said to be

discontented. Comments on the proposals must reach the DES and the Council of Local Education Authorities by the end of next week. The independent chairman of the board, and the final composition of both tiers are expected to be announced shortly afterwards.

The main committees will be chaired by Mr William Waldegrave, Parliamentary Under Secretary of State (or PUS, as the letter describes him). It will consist of three or four elected members from the Association of Metropolitan Authorities and three or four from the Association of County Councils, supported by CLEA officers. The chairman of the board, DES officials and Her Majesty's Inspectorate will also be included.

There will also be a small full-time secretariat of officials with a local authority or institutional background and one with a DES background, who will work from an independent location.

Under the board, ad hoc groups will be set up to examine particular fields of academic provision. They are expected to start work on high-cost subjects, fields such as teaching where control of numbers is needed, and areas of "unnecessary competition" between universities and the public sector.

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THE RAPID RESULTS COLLEGE

Twenty one schools face closure and 22 may merge in new plan

County reveals proposal for break-up of Stoke middle schools

Julia Hagedorn

Staffordshire has announced plans to dismantle its middle school system in Stoke-on-Trent.

Twenty one city schools face closure and another 22 first and middle schools are threatened with amalgamation. The schools include 12 first schools, four first and middle schools, and five middle schools.

At present Stoke-on-Trent has a system of first schools catering for the five to eight and middle schools catering for the nine to twelve. The county council had already accepted the principle of closing middle schools by proposing to change the age of transfer in Stoke-on-Trent from 11 to 12.

But it was only with the decision to also change the transfer age from eight to seven years that plans were finalized for a system of five to eleven primary schools throughout the city.

There will also be a few infant and junior schools catering for the five-to-seven-year-olds and the eight to eleven.

The education committee meets today to ratify the proposal.

Mr Maurice Jones, spokesman for the Staffordshire branch of the National Union of Teachers, called it "a retrograde step which is moving schools back to a position characteristic of the educational scene of 40 years ago".

Staffordshire NUT has worked out its own proposals for a system whereby first and middle schools could still be viable. These proposals will be considered by members with-

in the next two weeks.

First schools have been particularly heavily hit in the proposals because the change of transfer has removed one third of their intake.

Maurice Jones said, Stoke-on-Trent nursery classes have been criticized too, when Mrs Megan Tabnor, head of Manor First School, one of the schools threatened with closure, told a recent NUT conference that nursery children do not count on the school roll for staffing purposes.

There are about 45 nursery classes in Stoke-on-Trent which have no qualified teacher.

It is the authority's policy to hold the head responsible for staffing the nursery class with nursery nurses. In September, when the authority applied strict staffing norms, heads were forced to go back to the classroom because of staff cuts. This has left nursery classes in the charge of nursery nurses.

Ms Tabnor says that she has been lucky so far and neither of her NNEB's has been away. "But if they had," she said, "I would have to send the children home."

Twenty four children in her nursery are in the charge of two nursery nurses.

Since nursery education is not a statutory provision under the 1944 Act, there are no legal requirements for a local authority to provide qualified teachers. Authorities like the ILEA, however, have a policy of never leaving a nursery class without a qualified teacher in attendance.

Ethnic statistics defended

Mr Peter Newsam education officer of the Inner London education authority has defended the keeping of the ethnic statistics.

He told an audience mainly of black teachers and parents at Lambeth Teachers' Centre that the authority needed these figures for a variety of reasons. "We must know who is being suspended, who has good or bad exam results, which individual is being promoted and why others are not; we need to know whether our programmes and policies are successful or not; and we want to make sure that Section 11 money is being spent in the right place."

As a member of the Swann, formerly the Rampton committee, on the education of ethnic minority children, he agreed with its recommendation on collecting these statistics nationally.

Staff in line for UK jobs swop

Teachers are to be offered the chance to swap jobs under a Commonwealth teacher exchange scheme. The scheme is to be extended from next year to include exchanges between teachers working within the United Kingdom.

About 60 job swaps are expected to be arranged during the pilot year and the scheme will be open to teachers and heads working in institutions ranging from primary schools to further education colleges.

Teachers will be granted leave on full pay for the exchange period - ranging from a term to a year - by the authority which employs them. Those taking part are expected to be between about 25 and 45, with at least five years' teaching experience and at least two years with their present authority.

Mrs Patricia Swain, executive secretary of the League for the Exchange of Commonwealth Teachers, said the scheme was being introduced because of the present lack of opportunity for teachers to gain fresh professional experience.

"Teachers can specify which area of the country they would like to work in, but no guarantee can be given to place them there."

Further details from the Inter UK Scheme, League for the Exchange of Commonwealth Teachers, Seymour House, 2nd Floor, Suite 26-37, Seymour House, London W1H 9PE, with a stamped addressed envelope.

Night bus to stay

A protest by Leeds students over the university's decision to stop funding a night-time minibus service for women, set up after the Yorkshire Ripper claimed his thirteenth victim, seems to have paid off.

The university's finance committee has agreed to recommend that £7,500 of the £11,000 cost of the service should be met by the university. The students' union will contribute the rest of the cost.

School to work

Edited by Mark Jackson

The unified vocational preparation programme, under which unskilled young workers get some broad education and

practical training, can be an exciting way to learn, as I discovered with young people from the travel trade in Tenerife.

Training package that puts rest in the shade

Sixteen-year-old Maria Rose from Ipswich has been lounging by a sun-baked swimming pool in subtropical Tenerife experiencing the palmier side of Britain's newest kind of education and training.

She is one of 200 youngsters who are demonstrating this month that the Government's Unified Vocational Preparation programme for young workers can be a lot more than a remedial scheme for poorly-qualified school leavers.

Maria is a trainee on one of the UVP courses being run in colleges throughout the country for the travel trade. Travel agents are among the few groups of employers who have so far shown any real enthusiasm for the programme, a Department of Education brainchild which is intended to provide some broad education and practical job skills for youngsters who would otherwise get little or no training. Big hopes are being placed on UVP as the forerunner for the national programme for traineeship for all leavers which the government has promised.

While colleges are finding difficulty in filling their UVP courses for other industries, all those run for the travel trade are full. Travel agents like them because the fast growing travel trade has never managed to develop a formal training structure of its own - and it is easy to see why the youngsters themselves leap at the chance of going on the coast.

Its four weeks include a night's stay in a British hotel and up to a whole week in the sun abroad.

Youngsters who thought themselves lucky to get a job at all when they left school, and many of whom have never been out of the country, are among the 15 groups who have been experiencing at first hand during the past fortnight package holidays of the kind they arrange for their clients in places like Majorca, Tenerife, and Greece.

They are paid for by the Manpower Services Commission through the Air Transport and Travel Industry Training Board which administers the scheme through colleges.

Mrs Lois Broughton, a board advisor who works full time on the programme, says that the UK and foreign holiday visits count as the residential training which is built into most UVP schemes.

"We provide all the travel and meals and accommodation but we ask employers, who get a grant from us, to hand over some of it to the youngsters for incidentals," she says.

Most of the parties are getting exactly the same treatment as would paying customers, except that they would spend most of their time touring hotels and other kinds of holiday accommodation instead of lying in the sun. They are expected to write detailed reports on what they are shown as well as on the many entertainment facilities which they are



Decked out: High over the Atlantic Carol Ann Moss tries on Captain Jack's hat

encouraged to sample.

But the group which came to Tenerife, a course including 14 girls and one boy organized by the Association of British Travel Agents at Norwich, got unexpectedly privileged treatment. The idea of youngsters coming to the island right at the start of their careers fired the imagination of its top tourism officials, who decided that they should be treated as VIPs.

The result: a whirl of formal banquets, invitations to expensive night clubs and high level briefings at which the teenagers found themselves discussing some of the complex problems of the world travel industry and the economics of the Canary Islands.

Senor Juanjo Iglesias, president of the tourism board, told them: "We are delighted that your country is developing this kind of education, and is at last doing something about training its travel agency staff. I believe that it is right to send us people of your age, and not just the managers and senior staff."

Some of the over 18s were invited to the new municipal casino at Puerto de la Cruz, where the group have spent most of the week in a four star hotel. After a leisurely four course dinner in the casino's banqueting suite, its public relations director, senor Carlos Gonzalez de Chavaz y Calamita, showed them how to play roulette and explained how the odds are always against the players.

Two of the girls tried sinking a few pesetas at the tables, and were slightly aggrieved to find that, because they had not been told how to retrieve their winnings, the money was automatically left on for the next spin of the wheel and was lost. They showed no inclination to throw good money after bad.

Mrs Broughton said: "We know that some people might get the idea

that this is encouraging gambling, but it is important that the trainees should be able to tell their customers about casinos whether or not they approve of them themselves."

By the end of the week the trainees had dark rings under their eyes and sore feet. Linda Swain, Sally Brock, both 18, said: "It was going out to all these smart cars and night spots, but they still expect you to start going round here bright and early the next day. We have certainly learned a lot."

Maria Rose, who says that most of the friends that left school to go to last June have had to go to work with places in the Youth Opportunities Programme, is overwhelmed by her first time abroad. She has a better way of learning than the classroom.

Mrs Broughton says that being the youngsters to find out for themselves whether they can cope with staying up half the night when they have to work the next day is debatable. "Getting people to learn to make personal decisions is an important educational objective of UVP," she explains.

Mr Martin Grass, of Wigan, led the trip, says that it would have been an ordinary holidaymaker's trip for £250. "Obviously at £20 a head we are losing heavily, but we are very keen on training and we think the scheme is well worth subsidizing in this way," he added.

The Government's announcement last week that the air-traffic trade board is one of those who have decided to abolish some of the doubt over the future of the industry. But the Association of British Travel Agents, which argued strongly for the board's retention, will probably take over the sponsoring of the courses.



Big night out: Some of the group at a Tenerife nightclub

United States/Peter David

Multiple-choice under fire

WASHINGTON: The growing popularity of standardized and multiple-choice tests in classrooms may be contributing to the inability of young people to think clearly and read skillfully, according to a new report.

"American schools have been successful at teaching students to formulate quick and short interpretations, but have not yet developed in students the skills they need to explain and defend the judgments they make," the report says. It is published by the government-funded National Assessment of Educational Progress.

"The end result is an emphasis on shallow and superficial opinions at the expense of reasoned and disciplined thought."

The report is based on tests and interviews with 106,000 children. It is part of a series which has been running since 1969 in which nearly a million young people have been surveyed.

Unlike many reading reports, the latest survey attempted to measure the depth of students' understanding as well as their technical ability to read and comprehend prose and poetry.

"It found that students of all ages seemed satisfied with their initial interpretations of what they had read and seemed 'genuinely puzzled' at requests to explain or defend their point of view."

The report's authors blame the superficiality of children's reading methods on two features of the American classroom: the deliberate omission of individual pupil discussion with teachers and the use of standardized tests requiring brief answers.

"The relatively short responses en-



US schools: yet to develop skills

couraged in classroom discussion parallel the multiple choice and fill-in-the-blank formats that dominate standardized and teacher-developed tests," the report argues.

"When doing well in most school contexts requires little beyond short responses, it is not surprising that students fail to develop more comprehensive thinking and analytic skills."

To correct the emphasis on short responses, the report calls on teachers to reinstate the traditional essay, which requires students to explain their point of view and give supporting evidence, as a regular part of school testing.

Teachers are also advised to emphasize systematic approaches to the analysis and interpretation of written passages. The report says that most pupils tested lacked practice in finding evidence for their

opinions or studying a piece of prose and poetry by concentrating on single themes.

Pointing out that the interpretative skills of American children appeared to have deteriorated since similar tests were applied in 1969, the report says that many pupils thought they would emerge from school into an electronic world which required little reading and less writing.

"Nothing could be further from the truth... in a world overloaded with information, both a business and personal advantage will go to those individuals who can sort the wheat from the chaff, the important information from the trivial."

The survey confirms the findings of a five-year investigation undertaken by the University of Illinois Center for the Study of Reading.

Mr Richard Anderson, the centre's director, said in Washington last week that schools were failing to teach children to understand what they read.

He said that schools concentrated too much on teaching children to identify individual words. It was also necessary to teach them to understand whole sentences, paragraphs and chapters.

The problem had been enhanced by attempts to simplify teaching materials. The use of easy words and short sentences in many new school textbooks sometimes made texts harder to understand, he said.

"The challenge to teachers, researchers and publishers is to develop methods for teaching basic comprehension, study and thinking skills to the tens of thousands of children who are not being taught to deal with the kind of reading that they will find in the adult world."

Grades to stay

STOCKHOLM: Sweden has given up the idea of introducing schools without grades - at least for the foreseeable future. An experiment to see whether it was possible to introduce "gradeless" schools, in the central Swedish town of Orebro, has been abandoned.

At a recent meeting of the Cabinet, School Minister Mrs Ulla Tillander, member of the agrarian-based Centre Party, succeeded in getting the experiment postponed indefinitely. Observers say it is unlikely it will be taken up again.

Born Liberals in the present minority Centre/Liberal coalition Government are said to regard the experiment as a piece of blue-eyed Marxism that is best forgotten.

The experiment was started by Birgit Rhode, School Minister in the minority Liberal government which ruled Sweden from 1978-9, this way," he added.

The Government's announcement last week that the air-traffic trade board is one of those who have decided to abolish some of the doubt over the future of the industry. But the Association of British Travel Agents, which argued strongly for the board's retention, will probably take over the sponsoring of the courses.

Mrs Rhode's successor, Conservative Mrs Britt Mogård, came out strongly against this, describing it as "unthinkable".

The authorities in Orebro then turned out a system of interviews but had doubts as to whether this could work in practice.

The Orebro branch of the National Union of Teachers formally requested that the whole experiment be abandoned.

Mrs Tillander's decision to do just this was criticized by the Opposition Social Democratic party's education spokesman, Mrs Lena Hjelm-Wallgren. She said the Government should introduce schools without grades.

However, even in the event of a Social Democratic victory at the 1982 general election, it is thought unlikely that the present economic climate for the experiment will be resur-

Sarah Grandison on Tanzania's soul searching

Top-level review launched on failure of school system

After 20 years of independence, Tanzanians are asking themselves what has gone wrong with the education system.

Teachers, students, educationalists and parents have for the past few years been complaining that standards were falling and pupils were performing badly. This growing concern has led to the setting up of a presidential commission to review the country's education system.

Reasons for this have been endlessly discussed, and yet the same old themes keep cropping up: lack of trained teachers, lack of motivation, lack of books and other teaching materials, lack of teaching aids - in short, lack of everything.

Education has suffered because the economy in general has suffered. There are not enough trained teachers, there is a shortage of teaching materials and teachers are highly demoralized because they feel that their work is not appreciated. In addition, they feel that their profession constitutes the "dumping ground" for all those who have no abilities to do anything else. All these situations appear to arise mainly because the Government simply does not have enough funds to fulfil its needs.

In the end, the results are felt by pupils who have to sit on the floors to study, share a book between 20, have no pencils or pens to write with, and find they cannot conduct experiments properly because the

laboratories are badly equipped. Pupils sometimes spend half their time playing ball or talking because the teacher is simply fed up with teaching.

Bad planning also adds to the confusion. In some schools, a level students have spent the entire academic year without learning some of the subjects for which they registered - because they have no teachers. At the other extreme, there are some schools which have three or four teachers for the same subject.

But the most dismal failure of the Tanzanian education system has been, that after 17 years of Education for Self-Reliance (ESR), the attitudes of both pupils and parents are still unchanged.

After completing their schooling, pupils still want white-collar jobs and good salaries. They do not want to go back to the farms and continue to be "peasants" like their parents.

ESR was not meant to introduce a little drying of hands during school hours. It was meant to be a philosophy which when put into practice, would produce individuals who would uphold the dignity of all work, particularly agriculture.

In theory pupils were to continue to practice what they had learnt in school, in the society which they joined. The community would be seen as an extension of the school. Measured in these terms ESR has not been a success.

The board which authorized the inquiry has accepted the committee's findings that Mr Noel Mackay, prin-

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Letters continued

Sir, - We can understand the concern of A. C. Pennington, Peter Jennings, Julia Small and J. K. Groves of Banbury School that, under the new single system at 16-plus, examinations should be available for schools following the Nuffield Science courses (*The TES*, November 6). Discussions have already taken place between representatives of the GCE and CSE Boards' Joint Council for 16-plus National Criteria and representatives of the national curriculum projects (including the Nuffield Chelsea Curriculum Trust) about the implications for the projects of the Government's decision to introduce subject specific criteria with which all syllabuses and examinations in any subject defined in this way will have to comply. As the Government has not yet clarified its own requirements in this matter and the new examining groups have not yet had time to formulate their own policies, it is too early to say just how the needs of schools following the Nuffield Science courses and other curriculum projects will be met.

The science teachers of Banbury

Boards' reply to 16-plus fears

Schools are entitled to expect suitable examinations to be provided by the examining groups but to go beyond this and to "demand" arrangements similar to those under the present GCE system may be failing to appreciate just how much the situation will be changed by the establishment of the new Groups of GCE and CSE boards. In any case, it is important to recognize that the GCE boards themselves have never accepted that they are under a permanent obligation to provide for each project a single national examination administered by one board on behalf of all boards.

The GCE and CSE Boards' Joint Council recognizes the importance of the role of the national curriculum projects and has made it clear to the project organizers that the boards appreciate their particular needs and will continue to discuss with them the implications of the introduction

of a single system at 16-plus as the framework for the new examination emerges more clearly. D. J. RAMSDEN, C. VICKERMAN, joint secretaries, to the GCE and CSE Boards' Joint Council for 16-plus National Criteria.

Sir, - I was pleased to read the letter from the Banbury School science department, which stressed their concern about the position of Nuffield Science in the 16-plus examinations (November 6). I should like to raise some more general issues, made more urgent by the circulation of the national criteria in certain subjects.

I have become increasingly concerned over recent weeks as my colleagues have returned from meetings to discuss the 16-plus in their various subjects. These meetings are connected with the East Midlands Regional Examination Board but I imagine there is a similar situation in other areas. Their concern centres on the following issues:

(a) Most of the proposed syllabuses appear to be a watered down version of O level courses and ignore all the imaginative curriculum development which has taken place in recent years, largely within the CSE field.

(b) A great opportunity, to produce something forward looking, based on these developments, is being lost.

(c) There is a strong feeling that unsatisfactory syllabuses are being steam rolled through without adequate discussion by teachers, because of a close time schedule.

(d) A proposed geography syllabus ignored the exciting developments of the schemes for

Adult benefits

Sir, - Peter Buck's plea for a radical reappraisal of the adult education service ("Denying adults", *The TES*, November 13) and for the creation of a "National Development Council for Continuing Education" must strike a responsive chord in the hearts of adult educators everywhere. Indeed, a recent discussion paper (November 1980) issued by the Northern Ireland Council for Continuing Education, *A Strategy for Development*, proposes just such a plan in the form of "networks of coordination". Like Peter Buck's article, the council's paper emphasizes the developmental aspect of continuing education not only in vocational terms, but in terms also of social and regional development.

However, in a time when local authorities are seeking all manner of ways and means to diminish the service in order to save money, all arguments appealing for additional funding must be carefully considered and irrefutable. Nothing strengthens the i.e.s.s. case for cuts so much as spurious claims about the benefits of continuing education - they are so easily rejected. Peter Buck is right to claim an injection of £50m for the service since continuing education, unlike other branches of the educational service, is not capital intensive and even a small financial input could produce significant results. Unhappily, his last paragraph does his case serious harm. Far from securing the £50m he requests, his passionate hyperbole is unlikely to secure even 50p. To claim that "... the nation faces massive increases in civil disorders, vice, crime and mental illness on a scale that cannot be contained" unless there is an all-inclusive provision of continuing education, is, sadly, to invite nothing but scorn.

B. O'HARE, Senior Lecturer, Newry College of Further Education, Patrick Street, Newry, Co. Down, Northern Ireland.

Devon fees

Sir, - Since Devon featured so prominently in NAFTE's quick whip round of doom and gloom centres reported in the November 13 article "Fees blow to adult education", I should like to offer one or two comments.

The picture drawn of the adult education scene in Devon was one of soaring fees, plummeting student numbers, reduced concessions for pensioners, restrictive regulations and abandoned courses. While it would be foolish to suggest that everything in this particular garden is lovely, the article has created a parody of the truth.

For some years Devon has operated a block allocation/budgeting system of funding which gives maximum discretion to its adult education centre management committees in determining tuition fee levels, concessions for pensioners, the unemployed and other groups, class

sizes, and programme planning. The formula for allocating funds to centres takes account of sparseness of population in rural areas and the difficulties which this and travel costs create - and there is no minimum requirement of 13 enrolments per class. Any centre which imposes such a limitation upon itself is deliberately rejecting the flexibility offered by the block allocation scheme.

It is true that this year the average tuition fee level for non-vocational classes is expected to rise sharply. But until this year Devon fees have been well below the average for the south west region in spite of the fact that salary levels for part-time teachers have risen by 40 per cent over the last 18 months.

A wider sampling than that reported by NAFTE makes it clear that the county's enrolments for last year will be not only easily maintained but exceeded.

I write from a county which is proud of its adult education service and certainly not complacent. The threats posed by rising fees are well known and student and course numbers are important indicators of the health of the service. But there are other tests: who are the students and what are they learning? To find the true answer would need more than NAFTE's skimmed review.

FRANK HOLDEN, Senior assistant education officer, County Hall, Devon.

Middle men

Sir, - Hargreaves and Tickle, the Mr Men of the middle school movement, rightly drew attention to the arbitrary way in which decisions affecting middle school systems are (I am assuming) taken in some local authorities (13 November 13). And it was gratifying to read their plea for recognition of the gulf between the rhetoric of justification for middle schools, and the reality of practice in them, that early studies (including their own) have revealed. Nonetheless some reservations about the substance of their article should be made.

First, the central issue for researchers and teachers alike should be the protection of the curriculum in the 'middle' years of schooling and not necessarily the protection of particular forms of school system, be they 8 to 12, 9 to 13, 11 to 16 or whatever. Obviously the curriculum is not independent of the system, but a major determinant of resources, which largely determines the development of distinctive approaches to the curriculum for pupils in the middle years. Contributions to this development have come from the practice of 7 to 11, 8 to 12, 9 to 13, 10 to 14 and 11 to 16/18 schools. It would be a pity if Hargreaves and Tickle's article were to restrict the definition of the research problem to comparisons between systems, important though that kind of research is.

Secondly, the article's concentration upon 9 to 13 schools is understandable since they may be the most for casualties in decisions about post-16 education. Nonetheless, to define

issues by reference mainly to 9 to 13 schools is to provide a further limitation upon how the problems are conceptualized. To illustrate the point, teaching may be critical to the survival of 9 to 13 schools, but in junior and 8 to 12 schools, the issue is how you spread the influence of the curriculum postholder, assuming that specialist teaching is undesirable.

Thirdly, there is the general matter of the relationship between educational research and educational policy. I agree with Hargreaves and Tickle that the idea that policy should be informed by research findings is "not reasonable". But two caveats should be made. We should not expect too much from educational research, which tends to provide ambiguous findings whose limitations the researchers always, quite properly, stress. And we should not expect too much of educational politicians, whose normal style is to sponsor research they think useful, and to use selectively only the research which will legitimate the policies they have decided to adopt.

R. J. CAMPBELL, Lecturer in Education, Department of Education, University of Warwick, Westwood, Coventry.

Racist cartoon

Sir, - I am writing to register my disgust with *The Times Educational Supplement* for publishing the racist cartoon in the "School to work" section (October 30).

I should have thought that Mark Jackson, as editor, would have had enough sensitivity to realize that a cartoon depicting a black mugger and a white victim serves only to reinforce racial prejudice. The negative representation of black people in the media feeds racism and creates the impression that blackness is bad and something to be feared.

The implications of this cartoon are even more serious when one considers that this racist stereotype is being used to illustrate a scheme which claims to "Advance the Education of Young People in Law and Order".

Perhaps the cartoon is a visual aid intended to help young people instantly recognize lawbreakers by their skin colour! Have we learned nothing from the events of this summer?

LOUISE MORLEY, Education Officer, Wandsworth Council of Community Relations, 67 Trinity Road, London SW17.

Mark Jackson writes: Ms Morley is entirely right. I should have known better.

Library use

Sir, - In *The TES* of October 16, Jonathan Smith comments on the large numbers of students who arrive

at polytechnics on vocational courses such as business studies quite unaccustomed to library work and expecting to find everything they need in one text book. From my own observation there has been a similar situation in more than one university.

Now that the BEC courses are in full swing and the first BEC students are arriving in higher education, Mr Smith should see a considerable change. At this college, for example, students are given an induction to BEC National and Higher Diploma and Certificate courses, the main element of which is the identification, location and use of resources starting with the library.

Work done by BEC students for assignments and open book examinations is not accepted without references. Students who can show that they have searched widely, both inside and outside the library, earn higher grades; they are also encouraged to give "negative" references, eg mentioning an index or bibliography searched without success so that this can be discussed and the advantages of various sources compared.

Within a month of arriving at college, we have 16- and 17-year-old students already using the British humanities index, Cans, Keessings archives, the Dewey based index in the business studies resource centre and searching the pages of Ceefax and Oracle. They will have been set work which entails the use of Bank reviews, professional journals, newspapers and video tapes. Those BEC students who choose to go on to degree courses should be well ahead of their A level contemporaries, weaned on a narrow text book diet.

DAWN WALKER, Lecturer, Business Studies, Somerset College of Arts and Technology, Wellington Road, Taunton.

Soviet visit

Sir, - It is not generally known that educational history has been made this year, by the visit to Gillott's School, Henley-on-Thames mathematics and computer studies department, of distinguished Soviet educationists, under the auspices of the British Council.

Among the Soviet visitors were: Mr A. I. Shustov, Deputy Minister of Education; Professor L. S. Atanasian, school mathematics textbook author; and Mrs N. A. Yermolaeva, Ministry of Education of the USSR. It would have been fascinating to talk with actual classroom teachers (albeit through an interpreter). However, we had considerable dialogue which confirmed our suspicions of the gulf between our methods and theirs. For instance, they seem to use one official mathematics textbook throughout the Soviets in a rigid system and they were surprised that our first year lesson was nowhere in a particular textbook. This lesson introduced a variety of concepts through practical work. One

geography for the year school leaver.

(e) Art papers appeared highly restrictive and, again, ignored the impressive developments which have taken place in the CSE field.

(f) There was a strong feeling that the syllabuses had been based down from on high and had not been worked out by practising teachers.

(g) There was very deep concern about the emphasis on the off point at the sixth form level, whereas most teachers in comprehensive schools know that the CSE embraces a much wider ability.

I emphasize that these serious doubts - together with those raised in your recent article by Henry Macintosh (October 16) - suggest that more time must be given for detailed discussion of syllabuses.

DAVID ROONEY, Warden, The Village College, Swavesey, Cambridge.

Soviet visitor was obsessed by the fact that one 11-year-old paper cube was 1 mm out - a small point that had absolutely no bearing on the aims of the lesson.

With regard to the binomial theorem lesson, it appeared to us that the Soviet visitor, this lesson would have faltered over the main issue while individual pupils practised multiplying the fractions involved. Perhaps where we go for the "wood", they cling to the "trees", rightly or wrongly.

Our visitors were very interested in our beautiful computer and amazed that so many of our pupils own their own electronic calculators. There is to be a return visit, we doubt at an equally high level.

JEAN GOULD, Head of Mathematics & Computer Studies, Gillott's School, Henley-on-Thames, Oxon.

Esperanto tip

Sir, - In response to K. A. Smith's cries for help in modern language teaching (November 6), I would like to recommend sending 21 to the Esperanto Centre, 140 Holland Park Avenue, London, W11 4UF, for a copy of *The Place of Esperanto in the Teaching of Modern Languages*, and asking at the same time for general information about courses leading to the Diploma in Esperanto.

DAVID CURTIS, 7 St Jude's Terrace, Weston-super-Mare, Avon.

Language in Kent

Sir, - In *TES* of October 16, the article about the Kent County Council decision on Victoria Keates school that Clarendon House School should provide tuition in advanced level German. This is an entirely interesting statement. German has been taught very successfully in this school for many years and is still a popular subject at both advanced and ordinary level.

I should like to point out that the school can also provide teaching in French literature, but the University of London Examination Board advanced level paper for which the school is preparing this year is a language based course.

D. M. HARING, Head Mistress, Clarendon House Grammar School for Girls, Ramsgate, Kent.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

An increasing number of secondary-age pupils are working with mentally handicapped children. Stan Grimwade reports on the advantages and difficulties of such schemes



There has been a steady increase in the number of children sent from one school to assist teachers in another. Often, for example, secondary school children help in infant and nursery schools. A more recent expansion, however, has involved six and six year pupils who go, sometimes on a voluntary basis, but more usually in accordance with the school curriculum, to assist in school for the mentally handicapped.

Schools for the Mentally Handicapped have only been under the aegis of the DES since 1971 and it is likely that many teachers were only marginally aware of their existence before this. It may be that the use of such schools has been viewed as a logical progression of already existing courses in child care, although evidence for such a progression does not seem to be extensive.

The raising of the school leaving age could be another factor in this development, and the fact that so many of the "Community Service" activities entered the curriculum at about the same time lends weight to this view. There was certainly a heightened degree of social awareness during the 1970s, including attempts to cater for those children seen as having special needs.

Whatever may have been the genesis of the movement, there can be no doubt that both sides stand to gain. The older child may be or may have some special skills but he or she will probably have enthusiasm and may have time. This times can be used in offering individual attention to the youngsters, releasing the teacher temporarily to carry out work with a slightly smaller group. The older child represents a fresh

face in the classroom and provides the mentally handicapped with the experience of interacting with a "non-professional" member of the community. He or she is often in a position to make positive contributions to "child care", and there is great scope for language and communication.

In providing this service the 6th formers' own experience is widened. They are placed in a position of trust and may possibly achieve a greater degree of personal responsibility than they have known before. Both practical and academic work may be carried out in preparation for the visits and as a follow-up. Sixth formers will read something about the subject generally and make some effort to plan their approach to specific tasks.

Ideally they might even attempt some consideration of both the structure and purpose of the work they are supervising. Afterwards they might report back to school and perhaps attempt some analysis of their own contribution. It is the sort of situation which enables school work to be clearly based upon practical as well as theoretical considerations.

The reality, of course, is not quite so straightforward. Many of the "volunteers" are indeed splendidly successful, giving useful help and themselves gaining in the process. Others may discover themselves to have little aptitude for the work, or may lack the essential maturity. Some will report that they cannot cope with the emotional strain.

Much will depend upon the personality of the individual, although careful preparation by the staff of his or her own school and careful hand-

ling by the staff of the handicapped school can alleviate many difficulties. The visitors should be made aware of the exact nature of the school and given the clearest possible idea of the difficulties and abilities of those with whom they will be working. Teachers who send boys and girls to help elsewhere must visit the other school. One cannot, however, expect these teachers to develop in their charges the techniques and expertise required: the children will find suitable models for these within the special school itself.

The class teacher in the special school should make sure that the initial tasks are straightforward and clearly seen to be useful. The need for direction is paramount, since motivation will undoubtedly be affected if the helper begins to feel that he is nothing more than a helpless onlooker. There should be a well structured and graded series of activities that leave helpers with the realization that not only are their own child-handling skills developing but that they are also achieving something worthwhile for other people. As their confidence improves and they become more aware of the teacher's aims and the needs of the children it should become possible to work according to more general instructions as well, so that eventually the visitor can spot something that needs doing and attend to it at once. Many of the most useful language exchanges can develop in this way.

Not every youngster, however, is ready for adult responsibility, and difficulties are not uncommon. Some helpers find themselves unable to manage without the reasonably close support of one of their peers. It is sometimes possible to take

advantage of this and create a group. But this solution will not serve for all contingencies, particularly since the headteacher will be anxious for the visitors to interact with the pupils rather than with each other. This highlights the fact that the presence of helpers can increase rather than decrease the difficulties faced by the teachers.

As a general rule, the more intelligent helpers appear to manage better. This is not the truism it might appear, since emotional difficulties are often magnified when dealing with children who are not merely handicapped but show symptoms of behaviour disturbance as well. Situations may arise with a considerable potential for conflict and although intellectual insight may be of prime importance there also exists a need for imagination and tolerance.

Examination pressures have a tendency to inhibit schools from sending older and brighter children. "A" Level requirements do not often permit regular weekly sessions outside the academic curriculum. Many do find time, however, and this is now reflected in the recruitment pattern onto courses of initial training for teachers of the Mentally Handicapped. Polytechnic Departments of Education and Colleges of Higher Education naturally like applicants to have had some experience of handicap before committing themselves to a period of training, and this is an excellent method of gaining such experience.

The effects of the practice become obvious if one inspects the letters of application in college files. A few years ago the vast majority of applicants appeared to have made their first contact with the mentally hand-

icapped through meeting with relatives or friends whose own children were handicapped, or perhaps through having worked in nursing or some kindred profession. The applicants therefore tended to be older and a large proportion entered under the category of mature student. Using Trent Polytechnic as an example, we find that a large number of the students currently recruited for initial training in the teaching of mentally handicapped children can trace their first contact with such children to a programme of visits while they were at school. The depth of the involvement they have already achieved is indicated by the numbers that come for interview having cited Special School Headteachers as referees.

Students who have followed this path begin with an advantage. They have actually experienced the day to day minutiae of the job while still at school. It is far less of a step in the dark than for the vast majority of those who leave school and choose their profession only on the basis of what they have been told or read.

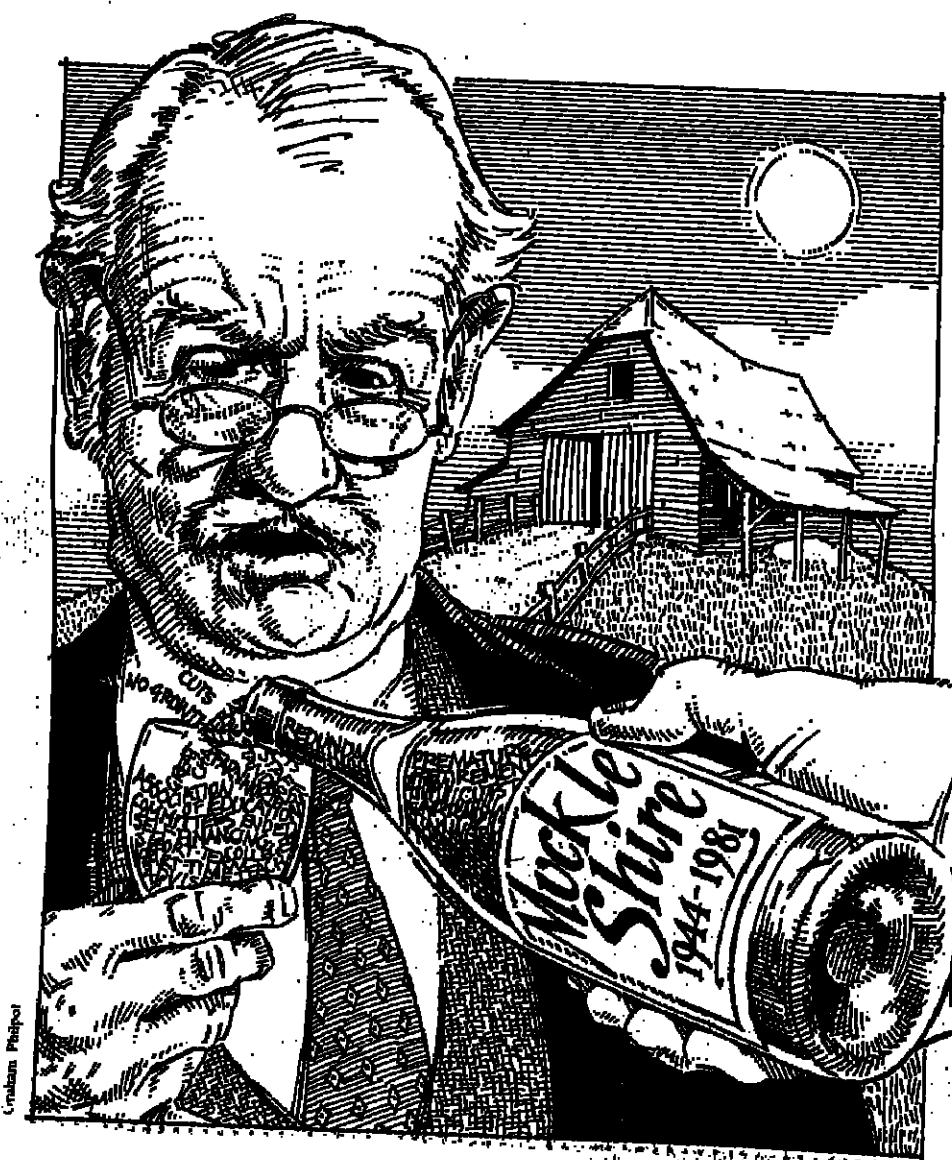
The special schools themselves, therefore, stand to benefit in two ways from this new pattern. Not only do they gain from the immediate assistance of their helpers, but the fact that so many now apply for training while still in the 6th form means that there are now larger numbers of young teachers working in schools for the handicapped. Beneficial effects can ensue from youthful enthusiasm, whether it is generated by young teachers or school age volunteers.

Stan Grimwade is senior lecturer in education, Trent Polytechnic, Nottingham.

features

Power to the schools

In which the Chief Education Officer for Muckleshire meets an Old Friend, and unburdens himself about the Destruction of the Education Service; and in which we learn about some Fresh Ideas which might lead to a Bright and Fairer Future



Bob Kitchen was one of the great postwar generation – an extravagantly attractive entrepreneur who found his vocation in educational administration. In his middle fifties, during local government reorganization, he'd hung up his memo pad, shaken hands in a golden sort of way and sailed away into the sunset. I succeeded him as Chief Education Officer for Muckleshire.

This summer, I stumbled across him in a tiny village in the Massif Central. Bob, it transpired, was living off his not inconsiderable pension in a converted barn high up in the mountains. He was totally out of touch.

We started on a bottle of Blanc de Blancs. "Jack," he said, "you don't look as young as you did." I explained how things had been going since he left – first a "no growth" year, then continual cutting back. At first he thought I was joking, then outrage took over: "But we only just had Thatcher's Framework for Expansion. Whatever has been happening, Jack?"

I summoned the *patron* and called for another bottle, one for the telling of the story, the other for the sorrow. We talked about Dredge – now Sir Reginald – Muckleshire's chief executive. Bob Kitchen had always referred to him as "that bloody scrooge" when Dredge had been county clerk and treasurer. "Scrooge" was his word to remind Treasurers of their place: in his day scrooges had not joined in the game, at least not twice.

"He's unipire now, Bob," I said. "And he joins in the game, changes the rules when we're bowling, limits our run-up, and shouts No Ball when we hit the wicket." The old boy hastily changed the subject. What, he asked, about Farraday, who he'd appointed to run Melpham, the last of the new comprehensives.

"Took premature retirement," I said, and explained about Farraday. His idealism – manifest in no hooliganism, no vandalism and better exam results, but also in no corporal punishment or uniform – had coincided with a virulent local press campaign at the time of the Great Debate. So then I had to tell Bob about the Great Debate.

"But it was only a few years since that headmaster fellow – Short was it? – had cut the IMIs because the schools were so good they didn't need regular inspections." I told him that people soon came to argue that in 1968 standards had reached a plateau, and were dipping slightly.

"Well, did they go on down?" "No," I said. "Well, didn't someone say so? What about Bill Alexander and the AEC?" When I told him of the end of the Association of Education Committees, the look on the old man's face was indescribable. "My God," he said, reaching for his glass. "Well, tell me about the good things – Farnworth, for instance. Thousands of people must have benefitted from places like Farnworth."

Farnworth was an adult residential centre. "They did benefit, but they don't any more," I told him. "Good investment – even Sir Reginald said that, when they were sold. We cleared a nice profit – helped finance our minor works programme for a year longer. Then that stopped too. They said the colleges had to be self-financing."

"But that's against the law – section 61..." The old man's mind was sharp as ever. "So I argued – but nobody put it to the test. The staff were made redundant..." "But surely you could have found them a job?"

So then I told him of falling rolls; of subjects dropped in secondaries, of primary classes taught by a succession of teachers on short-term or part-time contracts, of worsening staffing standards, or the cuts in capitulation. I told him of the charges for swimming and music, and of their final demise. I told him of advisors gone, of administrators reduced.

"But why?" he asked. "What were the teachers doing?" "They'd cried 'wolf' once too often," I said. "Heads didn't risk speaking out, with falling rolls. They just got their PTAs to pay more." "But surely the councillors..." he began.

"Some fought it, but not many," I said. "These days they see themselves as agents of central government. They want to try their hand at solving the national economy. And if they show signs of weakening, the Environment Secretary adjusts the rate support grant." "You'd have thought," said the old man wistfully, "that the 1944 Act would have been some use. Section 8 for instance – you must have had challenges under Section 8?"

"Not worth the paper it was written on – at least that's what the DES told the Selection Committee," I said.

Then, as gently as I could, I told him about the next round of cuts, the sad state of the school meals service, the cuts in his beloved colleges of further education, the capping of the pool, and the horrors at the Colleges of Higher Education.

Other authorities were just as bad, I said, described the university cuts and the retreat from Robbins. Finally, I talked of the wasted generation of young unemployed. When he asked what on earth I and my fellow education officers were doing about it, I explained about our changed position, the intricacies of corporate management, the reports altered or suppressed, the papers bearing one's name but not one's views, the insidious slope to powerlessness.

"Some have retired early; others don't care any more, because it hurts too much; some keep out of schools, to protect themselves from the realities; some are fellow travellers. So that's why I look so old," I ended.

Suddenly the old man was eager, the old fire rekindled. "But Jack, it does matter, it does matter. What has the country got, apart from coal, oil and its talents? Come on, Jack, have one more try. Write it out, just as you told it to me. Send it to *The TES* – or have they gone too?"

"No Bob, they're still there, although these were times... Well, they might publish it."

We went back to his barn, perched on a massive outcrop, and stood looking out over the distant lake. We talked of why the public lost faith in education. We worked through student unrest and the Black Paper (Bob needed another cognac when he heard what had become of one of its principal authors).

We talked of the massively unrealistic expectations of quick returns on educational investment in the sixties, paused at Wilton Tyndale, galloped through the Great Debate, and arrived at the present.

"It's not all bad," I said. "I wish I could take you to Mulpam primary and a couple of dozen others – all that good practice spread. The teachers are getting better all the time – the young ones are the best we've ever produced. And we're just beginning to sort out the bad ones."

"One or two secondaries are doing pretty well – there's only one left in the county where I wouldn't send my own children. You wouldn't know the special schools – there's a breath of fresh air, they're full of plans."

"Well, how can you set them free, all those teachers and schools?" he asked.

"People have thought about it – Dudley Fiske, John Tomlinson, George Cooke," I said. "They've asked questions about the whole business of local government control of education. They then draw back. I'm not sure it isn't deeper."

"How do you mean?" I described my growing doubts about the 1944 Act. "I know, it was the Bible to us all, drawn up by men of vision and goodwill who believed it was possible to build a better world. But they didn't reckon on a world of meanness, contraction, recession and controversy."

"We never bothered much about the Act," the old man said. "Just got on with it." "That," I said, was exactly my point. Everyone used to get on with it – Ministers, local councillors, civil servants, education officers, churches, teachers, parents. Somehow all those shades about a national service locally administered, a seamless robe, a secret garden of the curriculum, worked out in practice.

"But now the men of vision have faded their tents – like you did. Each party is trying to do as little as they can. Each new education act has tried to defuse bits of the 1944 Act. And like some fine work of art, the 1944 consensus has gradually disintegrated."

"I suppose you're right," Bob said. "Even in my day the churches tried to pay less and less for the right to have aided schools." "It hasn't stopped there," I said. "Local authorities have been hunting around the edges of the Act – school meals, nursery education, transport, 16-19 education for the handicapped, capitulation. Always looking for the minimum the law requires."

"What about the Minister?" asked Bob. I said he'd joined the game too, trying to avoid

rights without taking responsibility. I described the central government's attempts to define a national curriculum.

"But there is one theme that's interesting," I said. "These new education acts – they're beginning to give greater rights and duties to parents."

The old man's acute mind began to turn this over. "I suppose you could conceive of an Act that defined a sort of contract between the State and parents, laying down both duties and responsibilities, and rights and entitlements," he suggested.

"You'd have to change the ground rules for local authorities, though. You tell me all they want to do these days is control the money." "That's not quite fair," I said. "Some of them have been doing their tury and more – particularly in the cities. The trouble is, the seamless robe is now a crazy patchwork of different opportunities, depending on where you live."

That, said Bob, just proved his point – clearly the system was no longer either equal or efficient. So I described some recent suggestions – coming from both the Right and the Left – about the control of education. "Halsey is saying that we should do away with local authorities altogether, and hand over control to schools with strong governing bodies."

That got him going in top gear – much too far for me. "I'm all for giving the power to the schools – especially when you think what some heads earn nowadays. But you would save something between the Department of Education and thirty thousand schools."

Gradually, a scheme began to emerge. Money would be provided nationally, and the government would set minimum entitlements and standards. The money would be distributed locally, through nominated local committees, who would have some powers over things like positive discrimination. The local committees might be linked in some way to existing district councils.

But once the money got to schools, they and their governing bodies would control how it was spent, and have complete discretion how to spend on things like hunting and maintenance, salaries, books and resources.

I reminded Bob of all the arguments about the dangers of centralism, Hitler's Germany and so on. "Wouldn't your education commission just carry out the requirements of central government on an agency basis?"

"No," said Bob, "you'd split the control of the curriculum right off from the central government and its commissions. Curriculum would be the responsibility of schools and governors, working with something like existing local education authorities. The author-

ities would maintain advisory services, and lay on in-service training to encourage development."

"They would work on a very limited budget, which would bring them down to the spending levels of other local government departments – perhaps they should be limited to a charge of up to 3p on the rates?"

You could juggle with the structures, he said – it didn't really matter what was done at district level, what at county or possibly what at regional level. The vital thing was to divorce the control of the curriculum from the provision of money, to strengthen the powers and responsibilities of schools and governors, and to preserve local democracy in the running of the service.

"It could work," I conceded. "Bits of it aren't unlike the way the Manpower Services Commission works now." But I worried about details. What about responsibilities like free dinners and clothing allowances? "Easy," said Bob. "Hand them to social services, or deal with them through the Inland Revenue."

What about Further Education? Bob got more and more enthusiastic. "Same thing again – a contract between the individual and the state, with rights and entitlements on one hand, and duties and obligations on the other."

"That would wrap up day release, permanent education, the ludicrous anomalies of adult education and even higher education," he continued. "You say the present discretionary awards system is in chaos anyway. Sweep the whole lot away, with legislation defining the rights of individuals to education after school."

I sat in the French twilight and watched the fireflies. I wasn't sure that I liked what Bob Kitchen had described: the 1944 consensus swept away by a new kind of Bill of Rights, the centre of democracy shifted closer to the school – and the position of chief education officers like myself extremely unclear.

But it did seem to offer something to almost everyone. Central government would be offered decisive powers, through the commissions, on spending and on things like school closures. The district councils could be given new status in education. Local education authorities would return to working on the quality of education.

Bob's system could well be more efficient, while avoiding the dangers of centralism. Above all, it seemed to offer a better and fairer prospect for both children and adults using the system.

"All right Bob," I said finally. "Who loses?" The leonine head shook a little as he chuckled, and the master of persuasion spoke the words I remembered well from the good old days. "That's the beauty of it, Jack. Nobody loses."



Not-so-humble origins

Clive Griggs examines the myth and reality of private school scholarships

An examination of the complex scholarship system for private schools reveals that it is not, as is widely believed, really designed primarily to help children from low-income families. (To concentrate on the Headmasters' Conference (HMC) schools and ignore the many preparatory schools or girls' schools who are members of the Girls' Schools Association or the Association of Governing Bodies of Girls' Public Schools is not to plead a special case; on the contrary there is a higher proportion of major scholarships among the HMC schools than in any other group.)

Any discussion of scholarships needs to be put against the background of school fees. Last January the average annual fees were as follows: HMC Major Boarding Schools, £3423.96; HMC Small Boarding Schools, £3101.70.

These fees, equivalent to about two thirds of the average gross wage, are not inclusive. The kind of extras to be considered are spelt out by one school: "Fees do not cover personal expenses such as travelling, pocket money or tradesmen's bills." Day school fees largely covering tuition are about two thirds of the boarding fees. A recent pamphlet for parents warns them that "because of continuing inflation it is no longer unusual for schools to raise their fees in the course of the academic year as well as at the beginning, and with less than a term's notice."

So fees for the HMC schools, whether they include boarding or just tuition, are well outside the means of the average family. The idea that many diligent parents are going without cars, colour television and holidays abroad in order to send their child to a private school is belied by the occupational status and income of the parents. Halsey, Fleath and Ridge, in *Origins and Destinations*, noted that "the HMC schools... take over 90 per cent of their pupils from the service or intermediate classes, while nearly 70 per cent are indeed of service class origin. The public schools are remarkable in their social homogeneity." John Rao, in *The Public School Revolution*, quotes a survey which showed that the average incomes of fee paying parents were £12,956 back in 1978.

An examination of the 255 HMC schools listed in the 1981 Preparatory Schools Yearbook shows that more than half offer no substantial scholarships at all. It is not easy to obtain a complete picture of all available awards. Some schools give a statement that scholarships may be available; others mention the coverage of fees, but do not always make it clear whether they are referring to tuition fees alone or boarding fees as well.

Some scholarships are awarded only if candidates considered worthy enough present themselves; others are on a sliding scale according to parental income; while yet another category is the kind given to a pupil which is held throughout the school career, subject to satisfactory progress, and only becomes available again when he leaves the school. All of these qualifying factors make it impossible to provide the precise number of full scholarships available in any academic year.

It is possible to sketch out a fairly complete picture of the public schools. A small minority offer scholarships which cover full fees without any qualifications. A few more may provide up to full fees. A bigger group, including some day schools, offer scholarships covering full tuition fees.

Schools offering scholarships to cover the full fees are few in number – 9 out of 255 HMC schools listed, and only a further nine if one includes those with qualification. The bulk of the awards the HMC schools offer come in the form of scholarships, exhibitions and bursaries ranging from £50 at one school where full fees are £2766, to £3000 at another where full fees are £3330. Within that broad band the variety is considerable.

Many schools offer awards of about £200 to

£300, but as this is only about 10 per cent of the total fees needed, it is difficult to imagine that they tempt parents on average or below average incomes. More realistically, winning these awards brings status to the "prize winner", and a small reduction in fees from say £3300 to £3000. It is unlikely such an award can really make the difference as to whether a boy attends such a school or not if parents can already afford £3000.

A number of awards are set aside for particular subjects, or preference is given among the total number of scholarships for a candidate showing promise in one area of work. The vast majority of these awards are for music, in which scholarships are available in at least 62 of the HMC schools; Art also finds favour in some 19 schools. Other subjects hardly feature.

A further group of awards give preferential financial consideration to the sons (occasional daughters) of men in certain occupations. The most favoured groups are the clergy, officers of the armed services and "old boys". The clergy are by far the most preferred group (especially members of the Church of England), with no fewer than 59 schools offering reduced fees for their children.

One can only assume this is a reflection of a bygone age. While the income of a local parish priest is not high (£4900, going up to £5500 next April), it is compensated to some extent by the provision of a house for which rent, rates and repairs are paid, plus a further one twelfth of their income as an extra tax deductible allowance for heating, lighting and cleaning. Similarly, it is difficult to think of officers in the armed services as in special need of financial aid, when one considers the £10424 salary of a captain in the army, or the £20900 of a brigadier.

As for "old boys", they could fall into almost any occupational group. It is not unreasonable to assume, from a look at the cohorts studied by Halsey, Fleath and Ridge, that they are not likely to be found among below average income groups. There seems to be no offer of preferential help to sons of postmen, railwaymen, hospital cleaners – or indeed any of those categories of work with low basic rates of pay.

A few awards are restricted to pupils from certain localities. Other categories not covered above include sons of employees of the Worshipful Company of Brewers, the medical profession, banking, university staff, overseas Christian missionaries and "men of scientific attainments".

The sons of journalists or others in the newspaper trade, providing they are resident in certain specified counties, are looked upon with favour at one school; another offers "two awards for which preference is given to vegetarians or candidates with a food reform background."

One or two scholarships are provided for "character", as one might expect of public schools. One school (£2850 in 1980) offers the "Scholarship for a boy of outstanding qualities of character and general ability"; another (£3300 in 1980) two "scholarships of £375 per annum to boys or girls of noble character who by their outstanding efforts of diligence and perseverance are worthy of encouragement."

When the number of scholarships available, and the sums provided, are placed against the total number of pupils in the HMC schools and the full fees charged, it becomes clear that the number of clever but poor children passing through the HMC schools is negligible. Most of the scholarships available help to reduce the fees of those already well able to afford them.

About the only category that could be referred to as aiding children who suffer some form of deprivation are those few schools reserving places for the children of deceased servicemen, or those who have lost a parent through death, divorce, or separation.

Clive Griggs teaches in the Faculty of Education, Brighton Polytechnic.

SUPPLIERS OF MUSIC TO EDUCATION AUTHORITIES

Fractions and fun

Peter Dean surveys mathematical games, from dice to the cube

As 1981 is the Year of the Disabled, I have looked around for new mathematical games which can be used by children who have difficulty in handling small objects as well as by normal children.

Dice are one of the most basic resources for games, and these are available in various sizes. The largest are *Giant Foam Dice* (E. J. Arnold, ESA) which are 150mm across and roll nicely when thrown. There are also solid *Plastic Dice* (E. J. Arnold, ESA) which are reasonably large and can be used on tables in the classroom.

When a pupil has suitable dice, he or she needs to use large pawns instead of flat counters with board games. It is good to see these used in games, such as *Nine Men's Morris*, which are listed in the "Special Education" section of the ESA catalogue.

Games for ordinary pupils often use cards for which good manipulative skill is needed. However, E. J. Arnold produce some sets of *Multiplication Tablets* and *Fraction 1/10 Dominoes*, which are very strong. This makes them suitable for some handicapped children, as well as ordinary pupils in their first years at secondary school. Each set contains rules for play, and several other games could be devised. The firm also supplies a *Money Track* game, with rather thick cards, in which players add on sums of money as they build up the cards into a series of tracks.

At a recent exhibition I was attracted by some extremely well designed and constructed games which are being imported by Phonic Blend Systems. *Heleneveter* games consist of large jigsaw pieces which fit into a plastic tray.

Mathematical cards can be fitted at the base of each tray, providing practice ranging from number symbols and sets, to fractions and problems. These games are not only good value but they also seem to be almost indestructible in use.

For teachers who are prepared to make their own boards and cards, there is a new booklet which clearly describes 31 *Mathematical Games for Special and Primary Schools* (Hamilton College Learning Resources). Some are old and others are new, but each has a specified educational objectives which help teachers to use them for pupils' learning rather than for recreation. Teachers might co-opt

pupils to construct some of the games, in which case a useful tool would be the tough *Super Rules* (Invicta) which contain stencils for letters, numbers and shapes.

Primary school learning games in which the pieces are smaller, ie of a more normal size include *Ladybird*, *Ladybird* (ESA), *Orchard Toys* which is for two, three or four pupils in a reception class, children count the dice spots from one to six and collect cards with ladybirds on the reverse side. The ideas are simple and the cards are attractive.

The second game, for up to five infant pupils, is *Check and Change* (E. J. Arnold) which is an effective board, dice and cardboard money game. Players check their lower value coins and change them for higher value coins.

Infants or juniors could play *Cover-up* (Classmate), which has slightly fragile picture cards to be covered with robust and colourful plastic polygons which children will enjoy using.

Finally in this group, young pupils will enjoy Mrs Moore's *Number Games* (Classmate). These have come out of recent Nuffield work and a great deal of thought has gone into deciding the purpose, use and design of the activity cards.

Parents and teachers are often concerned about number practice for junior and lower-secondary pupils, and the following four sets of games are recommended. *Top Table* (ESA) is a card game to practise multiplication, and has an in-built checking system. This is only one of several similar number card games.

They also supply *Krypto* (ESA; Merit), a game for from two to ten players, which is more difficult to learn but which uses all the number bonds, with five numbers, at each turn. This game has colour-coded cards which can be combined to give increasingly difficult practice.

Containing ideas from Nuffield mathematics experts is *Dial a Sum* (Classmate) which has five parts for different levels of activity. Each part includes a plastic circle rotating inside a plastic ring, with numbers printed on both pieces of plastic. As the circle is rotated, different addition or subtraction sums are dialled, giving plenty of opportunity for number practice. The plastic seems tough enough even for abnormal school use, eg being chewed or stood on.

The fourth game, *Matix* (E. J.

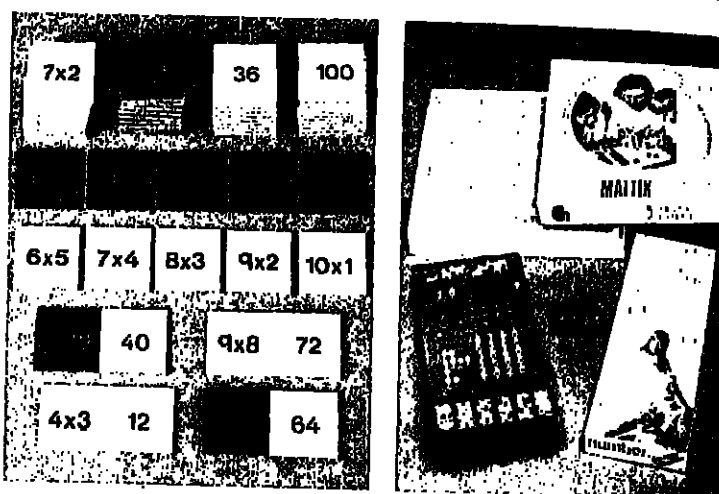
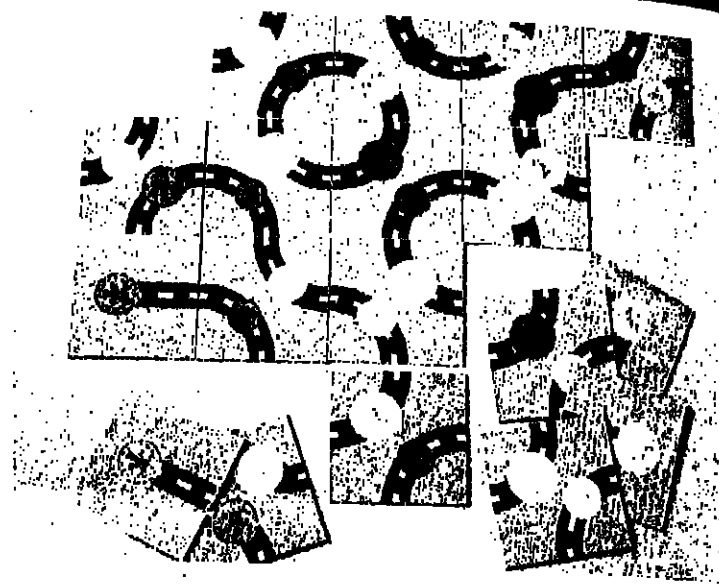
Arnold) apparently comes from the Israel Weizmann Science Centre where researchers design and test mathematical games. The manufacture is good and, although the rules take a little time to understand, the game goes very smoothly during play requiring a combination of good strategy and number sense.

Among more traditional games which have a mathematical aspect is the *Pegasus Concept* (Invicta) which uses a very versatile, tough plastic peg-board into which colourful games-sheets can be inserted. The first set of five board games should stimulate children of primary school age. The second set includes four traditional games, eg *Nine Men's Morris*, which are challenging for players from ages nine to 90. I would also recommend *Catch 19* (Waddingtons) which is based on the traditional game of Mancala. This plastic version with transparent tubes and yellow balls is well designed and has already caught the interest of young mathematicians.

Earlier this year, four sets of five *Peter Avis Number Games* (Cassell) were published. The twenty games are designed to provide computational skill for pupils from ages eight to 14 and are educationally valuable. They are also attractive and interesting to use, and presented in a way which will recommend them to teachers. Teachers will also approve the eight spirit master puzzles which form part of the *Scottish Modern Mathematics for Schools Interest Packs* (Blackie; Chambers). These packs also include posters.

Rubik's cube and cubes of different size, cost and quality are now available (but be warned that some of the cheap ones soon fall to pieces). New shapes have also appeared, for example the snake shape, and a Penguin book has been written by Patrick Bossert, a 13 year old Richmond schoolboy. It's called *How to do the cube* but don't be too confident; "Stuge D" is acknowledged to be confusing.

E. J. Arnold, Butterley Street, Leeds LS10 1AX.
Check and Change, £5.50; *Fraction 1/10 Dominoes*, £3.30; *Giant Foam Dice* (3), £4.20; *Matix*, £2.27; *Money Track*, £1.60; *Multiplication Tablets*, £7.99; *Plastic Dice* (5), £1.29.
Blackie and Son Ltd, Bishopbriggs.

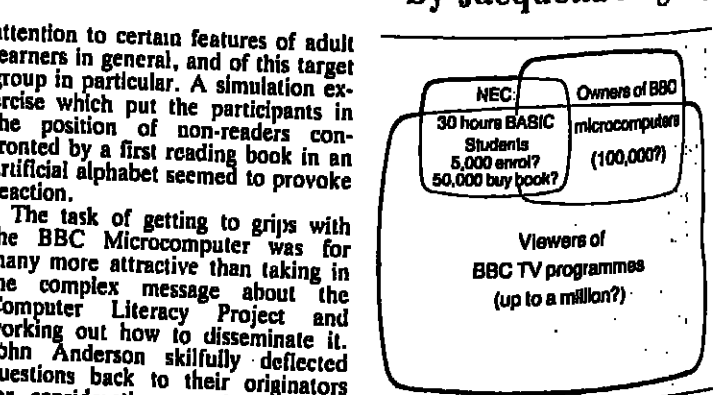


Money Track, a game of addition, Matix and Master Mind, games of strategy, and Multiplication Tablets, which are very strong.

Glasgow G64 2NZ.
Modern Mathematics for Schools: Interest Pack A, £2.75; *Interest Pack B*, £2.75.
Cassell Ltd, 35 Red Lion Square, London WC1R 4SG.
Peter Avis Number Games: Sets 1-4, £4.95 each.
Classmate, Triman Ltd, Silica Road, Amington Industrial Estate, Tamworth, Staffs B77 4DT.
Cover-up, £2.75; *Dial a Sum*, £3.45; *Number Games: Set A*, £4.95; *Set B*, £4.95.
ESA Creative Learning Ltd, Pinnacles, PO Box 22, Ilford, Essex CM19 5AY.
Krypto, £2.25; *Ladybird Ladybird*, £1.35; *Nine Men's Morris*, £4.62; *Plastic Dice*, £0.27; *Top Table*, £1.30.
Hamilton College Learning Resources, Jordanhill College of Education, Bothwell Road, Hamilton MJ8 0BD.
Mathematical Games for Special and Primary Schools, £0.66.
Invicta Plastics Ltd, Oadby, Leicestershire LE2 4LB.
Pegasus Concept: Part 1, £6.80; *Part 2*, £7.17; *Super Rules*, £1.06.
Phonic Blend Systems Ltd, Quon House, Forest Avenue, Mansfield, Notts NG18 4BX.
Heleneveter: Calculating 0-11, £4.60; *Tutor 0-100*, £7.35.
Waddingtons House of Games Ltd, Castle Gate, Oulton, Leeds LS8 8HG.
Catch 19, £6.98.
N.B. Some of the above recommended prices are subject to VAT.

Dr Peter G. Dean works at the University of London Institute of Education.

by Jacquetta Megarry



them is one of the most pressing and worthwhile tasks of the 1980s.

The first transmission of the *Hands on Micros* programmes will commence at 4pm on January 11, 1982. The Computer Book will be published by BBC Publications on January 14, and *Thirty Hours Basic* will be available from the NEC in December.

Both books will also be available from booksellers and other outlets. The BBC microcomputer system from Acorn. For further information contact BBC Microcomputer System, PO Box 7, London W3 6JL.

MEP is operating through a network of Regional Information Centres. For details, contact MEP, Chelmsford, Essex, or the National Extension College, a non-profit-making trust company (the National Extension College), a corporate body (BBC), its goal of demystifying computers and helping lay people to master

MUSIC

Doomsday or a new dawn?

Just fifteen weeks are left in which teachers may make known their ideas and opinions on the new 16+ examination. Howard Dove offers his suggestions.

At the very best, music teachers have only 15 weeks left, 15 weeks in which to make their ideas and opinions clear regarding the new 16+ examination. The deadline is March 15, 1982. After that it will be too late.

The need for a serious reappraisal of the public music examination structure is long overdue. The combined forces of both GCE and CSE have failed to attract the attention of anything like the magical 60 per cent demanded.

And why? I suggest several reasons. Among them is the irrelevance of much of the content of both these examinations to the music syllabus of many schools. Conversely other schools lack a proper syllabus with teachers groping from one "door-handle decision" to the next, until in the fourth year the tightly structured examination course starts, and, surrounded by the chosen few, the "real" music begins. Then, to make music "respectable", its obvious practical implications have been largely dropped in favour of an unrealistic academic approach.

And, if any new examination is to be a success, it must sit easily on top of earlier work in both the primary and secondary school. The present GCE and CSE structure does not, and, in the context of so much music-making that has preceded it, it is largely an anachronism.

Furthermore, the realization that potential examination candidates are to be found in the reception class of the primary school and not the third year of the secondary has still to dawn on many of us. Yet it is a truth that would benefit from close attention.

The fact that music teaching should first and foremost be concerned with sound is beginning to find acceptance: that the activities of the primary and secondary teacher should be part of the same continuum is taking longer.

Here seems to be the real problem: while music education is at last undergoing metamorphosis, the change cannot be fully realized in any new examination, given the limited time factor. Because of this, the temptation to devise yet another tightly structured two-year course must be resisted. We may have to live for a long time with what is finally produced.

Is there a workable solution? I am sure there are many. Certainly, in order to gain widespread acceptability, any new examination must have considerable flexibility with regard to content, breadth and depth. In this respect the three elements suggested by the Schools Council - Composition, Performance, Listening - present many potentially exciting opportunities. My only grouse with this is that listening should be an integral part of the whole examination, and not labelled as some separate part from composition and performance.

By calling the first element a "Composition File", and the third "Historical Perspectives", let me briefly outline just one possible solution. Composition file: This should be open to include all kinds of composition. Work should show clear evidence of stage and/or improvisational skills. The file

should include for assessment compositions drawn from the pupil's work in years one to five of the secondary school.

One composition, of a prescribed length, should be produced over a one-week span during the spring term prior to the examination period.

This element should include a "live" performance of three pieces, one of which should be the examination "test piece" from the composition file. A wide variety of musical styles should be acceptable, as would solo and/or ensemble performances.

The pupils would perform in concert to each other, if possible, combining with two or three other areas would be at one venue. Assessment would be by three examiners, including one from the pupil's own school. The performances would be followed by a short written, or taped, critical assessment by the pupils of the performance of their own "test piece".

Historical perspectives: These should be drawn from diverse, prescribed, musical styles, e.g. Baroque, Romantic, Jazz, Rock, Pop. Pupils should be required to study two of these areas.

There should not be an emphasis on the regurgitation of straightforward facts, but rather a commenting on the performance of recorded extracts chosen to show the development of the musical style in question. All candidates should be able to show an awareness of important music personalities, instrumentation, and the more significant stylistic features of their chosen topics.

The Composition file is in no sense a traditional examination paper. But then, does it have to be? It does not insist on stave notation. The insistence may be important, but its widespread use would depend on a careful, committed, musical approach beginning early in the primary school. Such a move would be difficult to implement quickly.

By including compositions from all five years at the secondary school, not only can continuity be created, but emphasis placed on all school work. Furthermore, by allowing pupils a whole week to compose their "test piece" the result would be an infinitely more musical response than the traditional examination answer: doubly so as it would have to be performed as part of the second element.

There would be no aural test. Is one necessary? Aural skills need to be taught, but do they need to be examined in the traditional way? Again, does such an examination do anything other than provide un-musical responses to equally un-musical questions? Is not the ability to compose music that sounds convincing, coupled with the ability to perform having due regard to rhythm, pitch, phrasing and ensemble, evidence enough of aural skill?

There would be no exemption for pupils taking private instrumental or singing examinations. To do so would rob the performance element of a vital dimension, and compound the idea of an elite. The majority of pupils, certainly in the early years, will not be able to aspire to the traditional grade 5 practical standard, and yet may still be capable of

fine, sensitive performances on a wide variety of instruments.

Perhaps most important of all, the new examination should be conceived as a summative one; the culmination of 11 years school work, and not as a necessary prelude to further advanced study.

All this represents just one proposal. There must be hundreds of others in the minds of music teachers up and down the country. Whatever views we have, radical or reactionary, we must all use the time left to make them known by canvassing the examination boards in strength.

Fifteen weeks. It sounds like the countdown to doomsday. How much more rewarding if we could contribute instead to its becoming a new dawn.

Howard Dove is the Director of Music at Chelmer Valley High School, Chelmsford.



A mixed violin and cello class in Tower Hamlets. See page 34

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Using natural rhythms

Margareta Hartfree describes her scheme for learning to read with music and movement

"It is easier to remember what I sung than said," (Aronoff). I had read this statement during a music course at the Froebel Institute, and conducted a small scale research which indicated that children, who are taught words and phrases by singing them, recall those words, even at random, more readily than children who have only read the words.

Rhythm and movement appeared to be important cues to recall. These elements also stimulated the children to concentrate, listen and participate. Was this an opportunity to put music in the centre of the curriculum, equal in importance to reading? A programme to combine the teaching of reading and music seemed a possibility.

I wrote some short, repetitive songs with basic words to be taught; can, come, here, I, look, my. I printed the phrases on large sheets of paper and surprised the children by singing the words, asking them to *echo-sing* each line after me, as I showed the reading direction, gliding my hand under each phrase.

The songs teach words, used in most reading schemes. In the h-song "here" is repeated three times; "here is the chimney, here is the roof". "Look" appears three times in the i-song: "Look at my lovely lolly, look at my little shell, look at me". The e-song teaches the days of the week: "Egg every Sunday, egg every Monday...". The s-song teaches parts of the body: "Sand in my hands, sand in my toes...". The b-song items of clothing: "his boots were wet, his trousers were wet...". "Up" and "down" appear in the r-song, "over" and "under" in the o-song.

The songs have proved to be a useful alternative to flashcards. The endless variations, possible in music of speed, pitch and volume, the rhythmic tapping and movement make the necessary repetition interesting and enjoyable. Even the slowest reader can participate and experience that vital factor in early reading: success!

Rhythm and melody make the reading flow and help the children to read with understanding, avoiding the often slow, monotonous word-after-word struggle of early reading.

The natural rhythms of words and phrases are used, both to aid memorization and to give words and meaning to early rhythmic training.

Similarly, I have tried to use the pitch variations inherent in words and phrases, not only to help the children remember the words, but also to develop accurate pitch and teach intervals, starting with the fall-third, recommended by Kodály as the easiest to reproduce. (Dr A. Wisbey stresses the importance of the singing of intervals in the teaching of reading and spelling.)

The songs use direct speech and describe situations children experience in everyday life; dressing, eating, playing, splashing in puddles, feeling tired, going to bed.

(Echo song or claps)
My mummy says no (Echo)

my mummy says may-be (Echo)

my mummy says yes!-

I'm going

egg every Sunday

Pull your socks up

During the group sessions in front of the songs the children learn to notice details of words and discover, guided by the teacher, how to "crack the code" to reading.

This noticing of details comes gradually, as the child learns to recognize the letters and their sounds introduced, one in each song, as pictograms.

Pictograms make it possible to teach phonics in the reception class in a way which suits the lively, imaginative minds of four and a half to five-year-olds, with pictures and stories.

The letters m is the first one taught, because of its qualities as a voiced sound. It can be sustained or "tasted", which makes it helpful for pitch training. The child can feel the vibrations of his vocal chords by putting his hand round his throat as he hums, lips closed, like a motor - a high tone for a fast motor, lower down for a slower one.

The letter m is also easily recognized as "mummy's letter" or home with two rooms and a chimney to the left. It seems right that mummy, the person he loves and knows best, should play an important part in a

child's first experience of reading, as well as the home he shares with her, and he is notably pleased to hear and see her letters/sound in the words of the songs.

This pleasurable recognition of familiar letters gives the incentive to notice details in words, which leads to clear speech and correct spelling.

Pictograms make it possible to present the sound in the natural context of a familiar word, which helps the child to recognize it from his own experience of speech and which gives the correct pronunciation, especially of the voiceless sounds: b, c, d, f, g, h, j, k, p, and t, which indicate the position of the lips and tongue before the following voiced sound is produced.

It is, for example, better to call b "the bubble letter", than to call it "buh", which not only adds a confusing vowel sound, making blending difficult, but also alters the important rhythm of the word (buh-a-tah instead of b-t, for example), which makes it hard to recognize the word.

The pictograms give scope for movement. The children can experience the shape of letters physically. They curl up like c, wriggle on the floor like worm letters, kick like kicking letters and walk in a row, hands on knees, like dumpy, dotty dinosaurs.

The songs can be used for dancing. The words suggest both mode and movement; being, tossed and blown around by the wind in the w-song,

falling, flopping and fidgeting in the biostrous Fiona song,

Pi-o-o always falls

walking sedately, five steps precisely, in the Frances song,

Produce never falls

Dancing gives the joyful, relaxed social atmosphere, beneficial to learning. It also gives the controlling discipline of timing, necessary when following the rhythm and speed of the music.

Mime and drama develop naturally through the songs to stimulate imagination and creativity;

splashing in imaginary puddles in the b-song,

Off with your slippers,

going to bed in a hurry in the o-song,

running away from a bull in the g-song

The joyful experience of music and movement contributes to the making of confident readers and tuneful singers, as the children begin to understand the mysteries and delights of language.

(Thirty-three songs, 200 with pictograms a-z and th, ng, sh, ch, en, na and ou.)

This material is being produced by videotapes with pamphlets by the Media Resources Centre, Oak House, Church Street, Ewell, Surrey, KT17 2AR (£10 per tape + cost of tape. Pamphlets 50p outside Surrey. 25p in the County.)

Margareta Hartfree teaches at Chiswick Infants School, New Malden, Surrey

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BOUND NEWS STUDIOS 18 Blenheim Road, London W4

who would have thought...

In the 40's when the recorder as an educational aid first appeared in any quantity, that a group of little infant children would take part in a national festival of music for youth, playing part music on soprano, descant, treble and bass recorder?

If anyone in those days had dared to make such a prognostication they would have been laughed to scorn.

Yet that is what is happening today. Teachers of infants all over the country are taking advantage of the availability of the wide range of plastic recorders and are discovering the ease with which their pupils can quickly absorb the playing skills required to perform music in several parts on these easily obtained recorders. Originally recorders had been available to the poorest of the poor, but now they are in the hands of the most privileged of the privileged.

The early plastic recorders were a source of frustration to many teachers, just waiting for their lessons, experienced the annoyance of a child accidentally knocking the recorder off the desk on the floor, there to be lost into irreparable places? Glue and Band-Aids rarely successfully saved the day.

There was the business of dipping the recorders in disinfectant after every class. It was costly, time consuming, and, to the children, a horrible taste.

However, despite the disadvantages, the recorder in class education rapidly caught on. In the 50's teachers were finding that their young pupils were quickly absorbing music, almost without thinking, and becoming literate while playing their recorders from the music.

Unfortunately, in some teachers' training colleges, there seemed to be a movement against the "pre-arranged" infants in music (or for that matter almost any other subject). I remember a young student friend of mine being severely criticised by her college supervisor for her "pre-arranged" infants in music. All she had been doing was to teach the children to play unaltered percussion instruments from the blackboard, using normal notation and French time names. The fact that the 14-year-old in the school was so impressed that she was allowing her teachers time to attend the student's case for observation was to no avail with the supervisor. She insisted that the student was oversteering the children beyond the point that should be extended.

Recently these days the motto seems to be "the kids limit" when it comes to musical development of young children. All that is required is a dedicated and skilled teacher, who are prepared to put in a good deal of time and effort over and above their normal classroom quota. And all over the country the teachers can be seen, busily and with a holding their recorder clubs to the teacher or after school. The results of their diligent enthusiasm can be seen and heard in the order of the day. The children are proud to play their own recorders and many acquire the complete set. Although teachers still keep school-owned recorders with the disadvantages of continual disinfecting after each use, most now encourage their pupils to buy their own.

The playing, in ensemble, of musical instruments teaches children several of the most desirable facets of education which can only help the other subjects in the school curriculum. It teaches concentration for a long period

of time; it disciplines the children in working together for the common good; it helps in the ability to manipulate numbers and in reading; it channels their natural exhibitionism into a worthwhile cause which brings pleasure to themselves and their audiences; it is a feature of public entertainment added to the prestige of the school, and, perhaps greatest of all, it gives them a time-consuming activity which can replace some other, less desirable, activities that modern children are too often led into.

More and more children bought their own recorders and looked after them, but the trouble and expense were still made of the troublesome breakable plastic.

Then upon the scene appeared the Aulos Recorder.

A few were taken to a school in South Essex, where they were given a real testing. They were compared, in sound and ease of playing, by a group of Junior children with their own miscellaneous selection of wood and plastic recorders. The children were unanimous that the new Aulos recorders were far easier to play and sounded better. Teachers standing around agreed. A descant recorder was given to a group of boys and they were told to break it. They had lots of fun jumping on it, throwing it against a brick wall and leaving it on the desk. It did not break, but it chipped slightly.

With the appearance later on of the wider range of Aulos recorders the whole world realised that here was the answer to a problem that had beset recorder teaching all along.

A mixture of recorders of a variety of manufacturing materials does not sound well in ensemble. But a range of recorders, all of the same make and material, can be made to sound beautiful. I have noticed the overall improvement of sound, especially in musical festivals involving scores of children, due to the homogeneity of tone of the Aulos recorders.

One outstanding arrival on the scene was the Soprano Aulos recorder. Until then the soprano was an exotic instrument, hard made in wood, available only to the specialist or the enthusiast - not for the schoolchild or the teacher's available money. The Aulos soprano was an excellent instrument, hard made in wood, available only to the specialist or the enthusiast - not for the schoolchild or the teacher's available money.

Nowadays, throughout the world, children can be seen walking to school carrying their own Aulos recorders in their attractive bags or plastic purses. In fact, self ownership is the order of the day. The children are proud to play their own recorders and many acquire the complete set. Although teachers still keep school-owned recorders with the disadvantages of continual disinfecting after each use, most now encourage their pupils to buy their own.

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When I was a student at teachers' training

college (yes, they were known as that then) we had a college revue. One of the sketches in the revue showed a couple of parents, sitting outside an operating theatre. Both were showing signs of considerable anxiety. The door opens and out comes the surgeon. "You can stop worrying now," he says. "The operation was a complete success. Your daughter will never play a recorder again!"

Since those days the progress has been immense. The recorder has become almost the most important instrument in musical education. Together with the members of the Orff Instrumentarium musical education at all levels has really taken off. The children can perform their own accompaniment to their songs and do not any longer depend upon the teacher on the piano. The recorder, however, remains the

most expensive and easily obtained real musical instrument which is capable of playing music at all levels of attainment, from the simple tune of the infants to the vastly more complicated contemporary music found in secondary schools and Youth recorder ensembles.

Children who really shine at recorder playing give the teachers a clear indication that they are capable of progressing to more sophisticated orchestral or band instruments and a great deal of wasted time and disappointment is thereby avoided.

The recorder has gained honour and respectability in the educational world and Aulos, among others, has played its not inconsiderable part. Instrumental music, once for the select few, now embraces millions of young people throughout the world.

The modern plastic recorders, of which Aulos are such an outstanding example, are available to all at an inexpensive price relatively and consequently are to be seen and heard all over the world.

To return to the infant group who will be giving their performance at the National Festival of Music for Youth. They have a dedicated teacher, an enthusiastic Headteacher and they enjoy spending a lot of their free time learning to play together so well. To everyone's surprise children have been found, who, even at the age, have the necessary finger span to tackle successfully the tenor recorder.

For part arrangement made by the teacher are thus assured and the overall sound is excellent. When I was a student at teachers' training

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HISTORY OF THE YOUNG RECORDER PLAYERS OF LONDON...

The Young Recorder Players of London were formed in 1975, partly as an outlet for my own arrangements but also because I felt the Recorder was capable of producing music beyond the "Greenalves-type" tune with which it had become firmly associated. The sound we produced during the first few meetings in 1975 was so (unexpectedly?) good that I felt a public concert should follow as soon as possible.

I booked the Purcell Room at the South Bank in February, 1976, and to our astonishment all tickets were sold in four days! I was obliged to put the concert on again six weeks later for the parents, most of whom hadn't managed to get tickets the first time.

Encouraged by such enthusiastic response we followed this by an even more ambitious concert the following year, this time in the Queen Elizabeth Hall. We played to an almost capacity audience - over 900 seats were sold.

In July 1978 we travelled to Bristol to give a concert to 400 school children and in July 1979 we were finalists in the National Festival of Music for Youth held in the Fairfield Halls, Croydon. From there we were invited to perform at the Schools Prom in the Royal Albert Hall, and our performance there was later twice shown on television and broadcast on Radio 4.

In May 1979 we were invited to perform in Hyde Park as part of the Great Children's Party - one of London's contributions to the International Year of the Child, and in July of the same year we were again finalists in the National Festival of Music for Youth. However, the highlight of 79 was undoubtedly our highly successful concert tour of Germany in July. It was



Recorder Group at TOWERS INFANTS SCHOOL with thanks to Headteacher: Mrs. Grimwood and Music Teacher: Mrs. Mumford.

Norman Dannatt has been actively involved in musical education for many years and is a former Music Adviser to the Borough of Havering.

well attended and much acclaimed by the German press, and our year ended with a fund raising concert of Christmas Carols.

The first part of 1980 proved somewhat frustrating due to fruitless attempts to organise a trip to Holland and Germany. We gave two concerts on behalf of FCN Music at the British Music Fair at Olympia in August, and were invited to take part in the prestigious Woodburn Festival in September. The year ended on a very high note as we gave our second Queen Elizabeth Hall concert in December and this time played to an audience of 1,000.

Unquestionably 1981 has been the Group's best year to date and it is not yet over. It began with a guest appearance in February in Islington Town Hall as part of the Youth Helpa Youth Show. This was followed in April by a highly successful week long trip to Dubrovnik in Yugoslavia where our four concerts were enthusiastically received by the press and the public, one concert being broadcast by Radio Dubrovnik, and there are strong possibilities that we will be invited back to Yugoslavia in 1982 - a suggestion put forward by the organisers. In addition throughout the first half of the year several concerts were given in Buckinghamshire and Berkshire, and one in University School,

Hampstead. We were again finalists at the National Festival of Music for Youth in Croydon and won a Highly Commended Performance Award. I am to appear at the Schools Prom at the Royal Albert Hall on November 23rd.

On November 22nd (St. Cecilia's Day - the Patron Saint of Music) we have been asked to give a charity concert at Slough to raise funds for the Sir Malcolm Sargent Children's Cancer Research Fund, and on December 6th we shall give our first concert involving the group's soloists and small groups only. This will take place in London's Purcell Room. The next full group concert is planned for March 7th, 1982 and once again this will be held in the Queen Elizabeth Hall.

Brian Davey

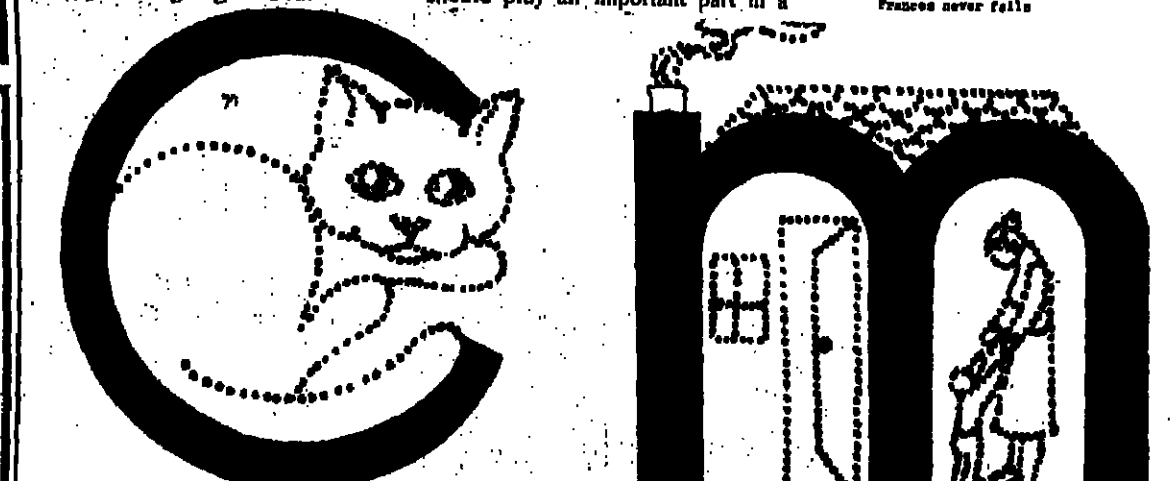
THE YOUNG RECORDER PLAYERS OF LONDON

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THE YOUNG RECORDER PLAYERS OF LONDON



Pictograms make instructions in handwriting understandable to five-year-olds "put your pencil on top of the chimney and go down the chimney first" makes sense to a child, trying to write m, n, and h. "Stroke the curved cut out from head to tail" helps him to shape c, a, d, g and q correctly.

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Chamber Music - Camerata Alberto Lysy

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Marie Leonhardt - *Violin*, *Viola da Braccio*
Ingrid Seifert - *Violin*, *Viola da Braccio*,
Associate Professor
David Reichenberg - *Oboe*, *Traverso*,
Recorder
Max von Egmond - *Singing*
Edward Tarr - *Baroque Trumpet*
Glen Wilson - *Harpsichord*, *Continuo*
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The course will be held in two locations - one week in London and one in Manchester - and will open with a concert at the Royal Festival Hall by the London Schools Symphony Orchestra conducted by Sir Charles Groves.

There will be opportunities to examine teaching structures, funding, the policies of teaching establishments and their relation to the world of professional music. There will be visits to training institutions (including Cheltenham School, Manchester and the National Centre for Orchestral Studies, London) and to hear youth orchestras in rehearsal and in concert performances. Videotapes, film and disc will be used during the course.

There are vacancies for 35 members.
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Further information and application forms are available from local overseas representatives of the British Council or from: Director, Courses Department, The British Council, 65 Davies Street, London W1V 2AA. Telephone number 01-498 0011.

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Further particulars and application form from the Director of Music, Coventry School of Music, Percy Street, Coventry, CV1 3BY.

extra



Moment of triumph last year's winners "Mother Hen" from St Paul's School London

Tapping the pop talent

Brian Ley introduces another TSB Rock School Competition

Pop music, phenomenon of the teenage sub-culture, now has a history of more than 20 years, yet its inclusion in the secondary school curriculum is relatively embryonic. Only during the past few years have schools been involved in pop, and this is probably because of the arrival in these schools of young teachers who grew up during the 1960s.

The history of pop dates from the mid 1950s with the emergence of "rock and roll". Here was a music quite unlike the other forms of popular music of the time. Rock 'n' roll gave young people a feeling of identification with the music and the performers; it was music by young people for young people. Its original appeal was its basic simplicity, the repeated riff, the elementary harmonic pattern, the driving rhythm and above all the fact that pop existed mainly within the oral-aural tradition.

By 1966, musical horizons had begun to broaden, with the Beatles leading the way and showing how important eclecticism could be in the development of pop. Since then, a greater emphasis on improvisation, more complex and flexible musical structures, and the introduction of sophisticated musical instruments have led to the creation of a new type of pop music which seems to have almost limitless potential.

A music that has such cultural significance for young people can hardly be ignored, and the numbers of young musicians forming pop groups, either in school or outside, reflect pop's growing importance as another form of self-expression.

In view of this importance, it is exciting to see that there is going to be another Rock School competition which is attracting entries for selection to the regional finals. These will take place early next year, and the national final will be held in April 1982. Sponsored by Trustee Savings Bank and organized by Syson Publishing Company, the TSB Rock School Competition aims "to encourage music making and musical appreciation in schools throughout Britain". The competition is open to pupils between the ages of 13 and 18 years.

Last year's final was held in Manchester before a live audience, and was televised by BBC *Nationwide* and screened on April 15, 1981 before an estimated audience of 10 million. There were more than 600 initial entries in the form of tape recordings of two songs submitted by each group; an original composition and an arrangement of an existing song.

Fifty-eight bands were selected to compete in seven regional finals held

throughout the United Kingdom and the winners appeared in the national final. Each group performed for about 10 minutes in a self-chosen programme designed to show their musical skills and creativity. Their whole performance was judged on originality of composition, musical skills, interpretation and overall presentation. The panel of judges included two well-known pop performers, as well as representatives from the organizers.



Young hopeful at the Bristol regional final in February this year.

and from the field of education. The seven bands in the final were from Ballymena, Bath, Dalkeith, Leicester, London, Market Drayton and Scarborough. They presented very different programmes, and the personnel ranged from the formal line-up of guitars, piano and drums, to groups augmented with violins, synthesizers, flutes, saxophones and additional percussion.

All had the opportunity to use first-rate amplification equipment. This, together with the imaginative use of lighting effects and the fact that they were performing to an audience in the ballroom, helped to create an atmosphere akin to the last night of the Proms.

An excited and discriminating audience gave the overall impression that the competitive element was less important than the sharing of musical ideas; an attitude that was reinforced by members of the groups in conversation after the event. The skilful presentation of the whole final indicated a substantial amount of meticulous rehearsal.

Musical styles and lyrics were as varied and unusual as the names of the groups, but most performers showed evidence of an attempt to find an individual progressive sound and to avoid copying the contemporary punk rock or heavy metal band so prevalent at the time. This, in fact, was one of the most important contributory factors to the success of the competition. What was apparent in every performance was that young players were inventing, composing and playing with a great deal of skill and sensitivity.

It is worth noting that the competition had attracted not only those pupils who showed little or no interest in any other form of music, but also those who were studying for O and A level music as well as those who were deeply involved in school and county orchestras, choirs and madrigal groups. This seemed to confirm the views of those who believe that pop music can take its place alongside orchestral, wind band, small ensemble, choral and class activities, to provide a well-balanced music programme which will appeal to all pupils.

The winning group, "Mother Hen", from St Paul's School, London, presented a complete programme of original material, including a lively performance of their tape entry *What's to Blame?*. They received a prize to the value of £2,000 and a set of sound amplification equipment for their school. Second and third were bands from The Grove School, Market Drayton ("Mono Vision") and Scarborough VI Form College ("Zigeist").

Music in schools in the past 10 years, has advanced in many directions with new styles of teaching and interesting developments in curriculum content and extra-curricular pursuits. Since pop plays such an important part in the lives of pupils, and it is difficult to ignore its potential as another creative activity, the TSB Rock School Competition is providing an opportunity for great many musicians to display their inventive talent in an area which until now has not been catered for by other national festivals and competitions.

For further details of next year's Rock School competition apply to The Syson Publishing Co. Ltd 12-14 Elm Road, Richmond, Surrey TW9 6UA. Closing date for applications, December 31.

Brian Ley is Senior Area Music Tutor - East Devon.

Adventure or adieu

Kerry Milan discusses instrumental music in schools*

"To hell with mathematics", observed an HMI to Dr. Mathews, and the latter agreed!

That we instrumentalists might see our role in the same light! In fact, as instrumental teaching has developed within our schools it has gradually come to be regarded, by advisers and teachers alike, less as an essential part of general educational provision; yet John Hullah Brown, who started group instrumental work in the 1890's, with whole classes of infants, wrote in 1938 that "the aim of violin classes is not directed to instrumental specialization, but to allowing every child to share the delights of instrumental ensemble up to the point of his or her capacity, with specialization again reserved for the final stages".

In a sense Suzuki took up Hullah Brown's challenge, with infant work, ensemble playing (albeit mainly unison) and a recognition of the potential in every child; but the reality is that the Suzuki approach relies so heavily on "mother" support that it can hardly be considered as suitable for an LBA provision which professes itself part of an education service. For the crux of the matter is this: do we believe instrumental music should be a vital part of the curriculum, serving as many of the pupils as possible, or else, to quote Eric Mayhew: "that the level of musical ability... make the learning of an orchestral instrument an activity which is likely to prove unattractive for a large portion of pupils in schools"? In which case the instrumental teacher sees himself in the role of "musical social worker".

Mr. Mayhew's thesis concerned the amount of wastage in instrumental work, and concluded that the answer lies in ever more rigid selection procedures.

This question of "whom do we teach?" especially at a time of limited resources, is a powerful conflict almost, between ideals and practicalities; but I would like to quote Arnold Bentley himself: "Admittedly a poor environment can make life harder for him (teacher) and his pupils; but that is no excuse for not making a strenuous effort to counteract an overbearing environmental influence... Schooling that makes no difference is not education".

So, if Suzuki has shown that given the right environment everyone has the potential to make and enjoy music, and if Bentley warns us against merely seeking out and relying on those pupils with a favourable background, we are led to conclude that at the very least we could be doing more and better!

Only when the aim is to make instrumental experience as widely available as possible can instrumental work make any strong claim to be integral to music provision within the curriculum. And if not, is it surprising that private financial support needs to be sought? Whatever the practical constraints or however great our legitimate concern for quality it is important to decide in which direction we should be travelling - otherwise we begin to believe that fewer and fewer children merit our attention, and we strive less and less to find ways of helping the others.

In Tower Hamlets it is very much a matter of the teacher going into the classroom, teaching all the pupils. A phrase from Robert House's book stands out in the mind. "There should be less pulling out and more going in to elementary classrooms", and certainly in East London this is being put wholeheartedly into practice.

Further north, the very different curriculum development project that Manchester is pioneering deserves special mention. Very briefly, it entails sending a team of (say six) instrumental teachers to a secondary school, where for half a morning each week with the first or second year the peripatetic staff takes re-

sponsibility for providing for the musical education of every child, working in short blocks of a term or less for the different projects which then repeat with a new group. The crucial point is that this team becomes directly involved in the education of every pupil.

Many people will ask what possible musical satisfaction can be gained from one term on a stringed instrument, and point out that basic posture could not even be established with many of the children in this time. Appropriate material and a suitable approach (hardly the first term of a conventional tutor) are absolutely essential, alongside plenty of goodwill.

The opening words of *Practical Music for All* (Christopher le Fleming, 1948) spring to mind: "Practical Music for All suggests both heaven and hell on earth - the realisation of its full implication would probably produce something of both states in the musical world".

But indeed, just such an ideal is central to the thinking of a major report published in 1977 by HMSO, *The Structure of the Curriculum in the 3rd and 4th Years of the Scottish Secondary School*, by the Munn Committee. Here the creative arts are referred to as being one of the "areas of the compulsory core curriculum" with a minimum of 10% of the school week so that "the creative arts should be given sufficient time for either a full course in a single subject or an adequate sampling of more than one subject". (pp 37, 47).

It is not difficult to imagine the valuable role a suitably prepared instrumental staff could play in implementing these proposals, and indeed in Edinburgh just such a scheme of foundation courses is being planned.

All too often, the only discussion between staff is about administrative and organizational matters, with little attempt to work as a team in a more educational sense, while part-time staff, who probably most need to be brought into the picture are usually completely excluded.

It is very important that all peripatetic staff, part-time, full-time, "qualified" or instructors understand their role within the school curriculum. If instrumental music is to be considered in any way integral to the curriculum then the teachers themselves must feel part of the education system, not outsiders with little understanding or sensitivity to the ethos of their adopted community.

They must first and foremost be committed to education, not with split loyalties and interests, so that they almost still regard themselves as, for example, orchestral players with a good teaching salary for bonus.

In advocating such a broader view of their role by instrumental teachers I am no less conscious that their advisers too may need to undertake some reappraisal of their own attitudes. The traditional road to membership of MANA has been via the general class teaching route, with the "head of instrumental music" post holder excluded.

It will be vital to ensure that advisers administering instrumental schemes have themselves sufficient insights into the scope and possibilities to be able to lead this new wave of pioneering. The appointment as an adviser in Yorkshire of just such an enlightened instrumental teacher clearly points the way.

As Professor Keith Swanwick recently urged: "...we shall need to gather together the best imaginative practice and the most powerful ideas and push towards the formation of a truly professional attitude. If music education is to be a real field of study it must forgo defensive territorial fragmentation... we need to develop further a spirit of cooperative curiosity."

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Kerry Milan recently completed a year's secondment from Staffordshire County Council to the London University Institute of Education.

* A second article on this subject will appear in the Music Extra in April 1982.

extra

Britten: life and works

Hilary Finch reviews three new books on Benjamin Britten

Britten. By Michael Kennedy. Dent (Master Musicians) £8.95. 460 03175 9.

Britten. By Christopher Headington. Eyre Methuen £6.95. 413 46510 1.

Remembering Britten. By Alan Blyth. Hutchinson £7.95. 09 144950 2.

continued overleaf

yet rarely, as some of its titles do, manages to get the better of it. There is abundant information, carefully collated from previous studies and well peppered with critics' comments, and a refreshing warmth of individual response in Mr Kennedy's often shrewd comments on the music.

Yet the book has two serious shortcomings. Its style, as plain and necessarily terse as its chapter headings, is too often both gracelessly colloquial and clumsily simplistic. Not only does this do little to woo the reader, but, worse, it can lead to a slackness of thinking epitomized in his chapter tellingly headed "Pride and Prejudice". The awkwardness with which Mr Kennedy flays round the subject of Britten's homosexuality and its relationship to his music can only make his comments as bewildering and misleading to the student (and, indeed, the older reader) as the fleeting and unamplified references to the stylistic influence of other composers. "There should

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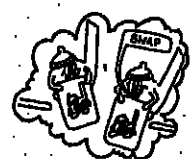
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extra A confident beginning

Eric Leigh considers the new approaches in Advanced Level GCE examinations

The University of London Entrance and School Examinations Council (the London GCE Board) introduced in the June 1980 GCE examination five new syllabuses in music at the Advanced level which replaced their former syllabus.

They represented a radical new attempt to relate Advanced level study to a wide experience of listening to, and making, music. Also introduced for the first time was an Advanced level GCE syllabus, Practical Music, for the musician whose main interest is in performance, which provided an enriching study of the history and performance practice of music with special reference to instruments.

The five syllabuses were General Music A, B and C, (varieties of a general qualification including performance), Theoretical Music, (with content similar to General Music but without performance), and Practical Music (recorded practical aural tests, theoretical repertoire paper and performance on two instruments). Performance is measured at present, in most cases, by the Grades of the Associated Board of the Royal Schools of Music. Only one of the five syllabuses could be taken in one GCE examination, with the important exception that Theoretical Music and Practical Music could be taken together, thus giving candidates, for the first time, the opportunity to obtain two Advanced level qualifications in music. In the General Music syllabuses and in Theoretical Music, a varying emphasis on musical techniques and musical history and analysis, and in the case of General Music Syllabus C, a higher performance requirement, provided a modular approach which allowed choice to candidates to follow their particular interests and strengths in their course of study.

Now that two operational examinations have run their course some tentative evaluation of the new syllabuses may be attempted. Compared with the former examination the candidature has more than doubled and whilst some criticisms have been heard, it is thought that a confident beginning has been made. From the outset, teachers have been closely associated with the new development and there is evidence that they continue to give warm support to the new syllabuses as a whole.

Musicians are not renowned for their silence and the element of aural testing in examinations rarely fails to evoke spirited views. The criterion that a good ear for music was also a quick ear was accepted as a guiding principle for the revised tests. It was therefore a deliberate approach to

shorten the written dictation tests and play them fewer times. Some teachers have expressed opinions that the tests are now too demanding although many others think the level of competence required to be appropriate and fair. An interesting comment made by a teacher at a recent meeting, where this matter was being discussed, was that his actual experience of ear training in Hungarian schools suggested that junior school children there would have no difficulty with what was set in this examination. The introduction of extracts of music for comment has been welcomed, not least, in that the process of preparation required fulfils a vital part of a musical education.

The harmony and counterpoint questions that are set for music examinations are frequently worked in an insecure and unmusical manner. Here again argument rages over the value of this requirement but in that the young musician must be able to handle satisfactorily the tools of his trade and make a satisfactory joint so, likewise, should a young musician show competence with his material. Some evidence of a facility with traditional notation, and its realization as sound, is sought. The London GCE Board syllabus, for the first paper in musical techniques, has been much narrowed and now requires workings of chorale harmonization in the style of J. S. Bach and of late seventeenth-century counterpoint, which includes a knowledge of figured bass. This intention to concentrate the style has resulted in some improvement in the work submitted. The second paper demands a more advanced technique.

For those young musicians who wish to compose, the London GCE Board examination has provided an opportunity to submit their music. The initial impressions are that their work is of a high quality. Musical coherence however is still important and the orderly presentation and development of ideas must be an essential feature of any satisfactory composition.

With regard to musical history it is not fundamentally disputed that the candidate should have some idea of the principal stylistic periods and their characteristics in the evolution of musical art in the west. I am sure that the modern student cannot avoid hearing more music than ever before. Increasingly our society seems intent to numb itself with noise and whilst in music the "popular" predominates, the "classical" in their turn, may be frequently heard. However, in spite of this great improvement in opportunity, many candidates still seem to avoid listen-

ing to much of the established repertoire. The evidence from scripts has suggested that the text book is often a substitute for the real experience. The London GCE Board's approach to musical history includes a definite listening syllabus. For the examination the London GCE Board has published a book of music extracts and a group of these is set for each examination year. The musical history is offered at two levels. The second level is more searching in its requirements and so caters, among others, for the new scholar whose ambition it to become a researcher in some dusty old hall or library.

The introduction of the Advanced level in Practical Music was acclaimed by teachers and the music profession. The aim of the examination, as set out in the current syllabus, is as follows: "... to develop, in some depth, the practical, aural and historical awareness of the performing musician in ways particularly relevant to the execution of instrumental playing through the opportunities available in their schools. It also offered a chance for schools to draw in more closely the visiting instrumental teachers who instructed the pupils. Current cuts in educational provision have put a shadow over some of this activity but I cannot believe that the Philharmonics will be allowed to eradicate one of the few success stories in English education, if the vigilance of teachers and taught is maintained.

The new aural tests for Practical Music were designed to develop a critical ear for such matters as articulation, nuance, dynamics, and style, in both individual and ensemble performance. The written paper requires the candidate to consider the problems that arise in the preparation and performance of music and seeks to ensure that the performer has a broader knowledge of his particular art than just technical facility. Experience with this new series of examinations will doubtless suggest modifications of the initial syllabuses. All aspects of the papers are kept under constant scrutiny, and advice from teachers is carefully reviewed. The London GCE Board is confident however that it has introduced a stimulating new range of Advanced level music examinations.

Dr Leigh is Moderator for GCE Music examinations with the University of London Entrance and School Examinations Council.

Life and works continued

perhaps be no more prejudice against homosexuals than against someone's being left-handed", writes Mr Kennedy. "Britten's homosexuality brought him a deep insight into areas of the human psyche which are denied to heterosexuals", and again, "It is only in the vocal music that one could dare to assert that such-and-such derives from Britten's homosexuality". What?

A certain imbalance and superficiality of response is perhaps inevitable in writings which have not yet passed through the sieve of time. That Christopher Headington on the whole bypasses these difficulties and also the constraints of length (his monograph is, indeed 160 pages to Kennedy's 270) is partly due to the different objectives of his series. "The Composer as Contemporary" aims to set the composer in the context of his lifetime, acknowledging (and psychoanalyzing) can be more dangerous than none at all. But it is also in large part due to Mr Headington's own easy, lively style, his deft integration of critical comment and his light-handed directness of approach.

In little more than a chronological run-through of the life, in abiding by the very limits of scope and judg-



From "Benjamin Britten" by John Evans. Faber 1978.

ment which he overtly acknowledges, Mr Headington is able to say some perceptive things about the relationship between Britten's health and creativity, about his use of folk music, his relationship with young people and the times in which he lived. No space is wasted in idle or gaudy speculation about the homosexuality question: it is treated shrewdly and sensitively, precisely where it is relevant and with no more and no less importance than it merits.

Both books suffer from an overdose of inessential personal anecdote, perhaps inevitable when they are so close to their subject. Alan Blyth's however, in doing exactly what its title says, gathering together memories of Britten from friends and colleagues, is in many ways and at this time the most honest and rewarding. It makes no pretence at either musical commentary or biography, and yet both in and between its lines often reveals as much of value about both the life and the music. Particularly valuable are two pieces by Britten himself reprinted from *Opera magazine*, on Verdi (which says a lot obliquely about Britten's own work) and on Peter Grimes (with words of encouragement for amateur opera producers).

There is little attempt at consistency of style or elegant tailoring in the assembly of reported and direct speech, interview and article, and some scrappy sentences and editorial oversights suggest overhasty production. But of the three, it is the right book for the time and should be used by a wider public than the narrow circle of aficionados it may at first seem to woo.

* *The Music of Benjamin Britten*, by Peter Evans, Dent, 1979. Pp. 196. £1.95. *Benjamin Britten 1913-1976: Pictures from a Life*, compiled by Donald Mitchell and John Evans. Faber, 1978.

Back to Baroque

Margaret Campbell on a new music course in Portugal

Authentic performance of early music on original instruments has in the last few years taken hold of the musical imagination, so that there is scarcely a country in Europe without its handful of "Antient" groups.

In the past these groups were mainly amateur, but the most significant recent development is that scholars, musicologists and professional performers alike are now much more willing to unite in their efforts to produce serious performances of a high standard.

The differences between the baroque and modern instruments vary in each individual case. The one common denominator is that the modifications or technological advancement were all influenced by changing musical tastes which directly affected the performer and the music he played. The moving away from aristocratic patronage to public concert halls brought with it demands for increased power and greater facility in execution.

This, in turn, influenced playing which, around the turn of the 18th century, had been raised by a sensation. The emergence of the solo artist such as Paganini (1782-1840) encouraged large audiences to witness the phenomenon. As a direct result, if they were to survive, the instruments in use had to be modified or reconstructed to be heard in a large hall. Unfortunately, what was gained in volume and carrying power was often sacrificed in tonal quality. It is the loss of this tonal quality combined with ignorance of performing styles that convinces the revisitors that what we hear today in performances of early music often has little resemblance to the composer's original intentions.

Now then does a musician reared in the 19th and 20th century principles of performance attain the quite different skills required for this new "old" technique? Courses for the study of medieval and renaissance music are held in Britain, France, Holland, Austria and Germany, but there has been no summer school which specializes in Baroque performing style. By a curious paradox, Portugal — one of the most musically under-developed countries in Europe — was host this summer to one of the most musically active and exciting courses I have ever attended.

The Palace of Mateus, high in the hills overlooking the Douro valley some 70 miles east of Oporto and home of the Count Montalvo e de Vila Real, was the ideal setting — for such an undertaking. Standing in wooded parkland and flanked by ornamental gardens, it is a perfect example of the small baroque palace.

Classes were held inside the palace, in the courtyard and in the gardens. August is hot and dry but there was always the opportunity to cool off in the palace swimming pool. The forty-four students from Austria, Britain, France, Germany, Holland, Italy and Portugal, were housed in Vila Real and transported each day by bus. Meals were prepared by the palace cook and taken in a communal dining-room where the Count and Countess — known to everyone as Fernando and Maria Amélia, joined the visitors each day.

Faculty members were all experts who have devoted themselves to performing and teaching music from the baroque on an international level. Max Edmond gave master-classes in singing, Marie Leonhardt took the baroque violin class and directed the orchestra. Gustav Leonhardt gave master-classes on

harpichord (first week) with Ketil Haugsand on continuo and harpsichord for the last two weeks. Charles Medlam took classes on baroque cello and viola da gamba. David Reichenberg on baroque oboe and flute, and Edward F. Tarr was in charge of studies on the natural trumpet.

The foreign students had, in most cases, some previous experience on baroque instruments, whereas the Portuguese, with one or two exceptions, had never set eyes on one. In addition they were also facing exigencies in their own musical training. However, despite these initial difficulties, what they lacked in knowledge they certainly gained by their enthusiasm and willingness to work.

As a result, all the professors were deeply impressed by the remarkable strides made in two weeks. Proof of this progress was evidenced at the students' concert held in the private family chapel when they played and sang music by at least a dozen composers of the period.

Perhaps the biggest overall problem was the lack of period instruments. Ketil Haugsand from Oslo brought his own harpsichord — a fine copy of a Dulcken which he made himself. A small harpsichord and a spinet — the only other keyboard instruments available — were not enough to go round. Similar shortages were also experienced in the baroque oboe class. In the string department Marie Leonhardt was obliged to make a compromise as she would never have countenanced any where else in Europe. Except for one violinist, she allowed her students to play on modern violins. The baroque violin has a shorter neck, flatter bridge and is far less tense than the modern instrument. The bow for the period is shorter, thicker and

much less tense. The trumpeters were more fortunate as the foreign students all owned authentic instruments. Marie Leonhardt (who had only Portuguese students) echoed the sentiments of all the other professors when she said: "They (the Portuguese) had absolutely no idea on the first day, but they are so open and responsive that one gets caught up in their enthusiasm. They worked hard and made good progress. It would be nice if next year we could attract more students from abroad, because I am sure the Portuguese will get hold of baroque instruments by then. I think we have started something very important here in Portugal that will grow every year. It is the perfect setting — the acoustics are marvellous and everyone is so happy to be here."

This is certainly a course to be reckoned with. The faculty could not be improved upon and the conditions for making music are ideal of which the four concerts given during the course and a recital by Leonhardt and another by faculty members — gave ample proof. But above all, the



The Palace of Mateus in Northern Portugal.

Photo: Margaret Campbell

young Count Fernando and his wife were the perfect hosts. Their stately but lived-in home was thrown open with a generosity that must be experienced to be believed.

The Count is fully aware of the importance of the undertaking. He is prepared to explore every possibility to bring Portugal out of its musical isolation, and by so doing can only extend the benefits to musicians the world over. If in the future Mateus receives the support it deserves, it could become a tradition of considerable significance.

* *Information on how to acquire instruments can be found in the advertisement pages of Early Music published quarterly OUP Editor J. M. Thomson.*

Fees for 1981 were £200 for 2 weeks, £250 for 3 weeks, including Gustav Leonhardt master-classes. The course is sponsored by the Gulbenkian Foundation, the British Council and others. It will be held from 8-22 August 1982. All information from: Adriano Jordao, Rua de S. Domingos 4, 1200 Lisbon Portugal.

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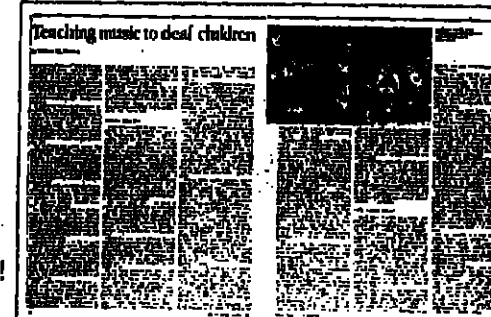
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Domus: music in a dome

By Hilary Finch

In the summer of 1979, a big plastic geodesic dome suddenly appeared on a hillside above Assisi. Holiday-makers and farmers whose curiosity drew them to this grounded UFO heard sounds and sweet airs as they approached as strange and beguiling as any on Prospero's magic island. Inside were a group of musicians in their twenties from England.

They had met at the International Musicians Seminar in Prussia Cove, Cornwall that year and had been travelling in Italy, giving informal chamber music concerts in piazzas and courtyards. But this was too high on intimacy; so one of them, who'd been learning about geodesic domes, worked out the measurements, and up it went. A year ago, they were in Tübingen with a stronger, more permanent version of the original prototype, and they spent this summer at the Cheltenham, and St James's Piccadilly Festivals.

Domus: music in a dome, is made up of a core of seven young musicians: Krysia Osostowicz and Ruth Ehrlich (violins), Robin Ireland (violin and viola), Felix Wurman and Richard Lester (cellos), Michael Faust (flute) and Susan Tunes (piano). Each one of them is well established as a highly accomplished solo and chamber player in his or her own right; yet each one of them is in Domus primarily because of a deep dissatisfaction with the patterns and directions of the very musical establishment which nurtured them.

Chamber music audiences are affected perhaps more acutely than any others. Those among chamber music audiences who are not already numbed into the unthinking complacency of the concert-going habit often feel, if they are honest enough to care about it, both alienated from each other and from the players and

their particular responses - to the music they are making. Their senses become dulled as they become restless with the frustration of the very physical and behavioural conventions of the concert hall. And these, of course, can be sufficient discouragement for many even to give chamber music a try in the first place.

Many performers, on the other hand, have spoken to me of the chilling sense of alienation they feel before and even during performance, the antilux through lack of contact and response other than the most artificial and superficial afterwards in the green room, the lack of integration between performance days and others in their lives, the sense of feeling constantly over-charged or under-charged nervously.

Domus's emphasis on regular performances or spoken introductions, on collaboration with other branches of the performing arts, on encouraging audiences to move about, eat, drink, to stay behind and talk afterwards are some of the more obvious ways in which Domus is, among carefully planned programmes of lighter and heavier-weight classical music, jazz and improvisation, seeking out another way.

"One can really take nothing for granted in the audience," says Susan Tunes. "One assumes that they see through the mask of dignity which we wear on the platform to the lovable souls underneath, but in most cases, this is simply not possible for them to do..." and in attempting both to take chamber music to new ears and to "reorient" existing audiences, Domus have set themselves a formidable challenge.

The complex web of possibilities of approach and presentation which they are working through is made no easier by the inevitable tensions

that arise from working so intensively together, the physical strain of having to set up their own publicity (in Cheltenham, as much by busking as by handbills) and look after their own transport, accommodation, and assembly of the Dome.

It takes six hours of heavy labour to put up, with the inevitable disabling effect on players' hands and physical resources. And although they are now a registered charity, the financial strain is considerable. They are faced with the dilemma of increasing fees and tickets and accepting the type of sponsorship and marketing which could run counter to their own ideal that the only thing worth striving for artistically is the reestablishment of human contact on a small scale.

So far encouragement from audiences of all ages urges them on, though each one is on a tightrope professionally, with plenty of tempting offers of work from quarters. They have enough work to keep them busy for six months of next year with plans for Aldeburgh, Salisbury, concerts for the blind and mentally handicapped at Piccadilly, and a tour of Germany.

Poets are asking to work with them and they are looking for money to commission works especially suited to the acoustics of the Dome. "And if I can get the money from the Arts Council," says Susan Tunes, "I'm going to Paris soon to talk to Peter Brook. There are so many similarities between his ideas and our group, that I am sure he could give us advice on techniques, structures, training, on how to improvise as a group and involve more adults and children..."

Domus can be contacted at 18 Clonsdale Square, London N1 Tel: 01-278 7518.

A Kodaly Society for Britain

By Margaret O'Shea

Teachers in Britain have, for many years, been interested in the application within our educational system of the ideas of Zoltan Kodaly, the Hungarian composer, musicologist and educator.

Through his insight a system of musical education was developed in Hungary based on the principles that "every child is musical", that musical understanding and enjoyment enrich human development and that musical experience should, first and foremost, be based on music of the native country, particularly through singing.

Those musicians who have, over the years, bought books about music education in Hungary, used the various Kodaly-based publications available in this country, sung Kodaly part songs or just wondered what "Kodaly" was all about, will welcome the formation of the British Kodaly Society in September of this year.

The aims of the new society are:

- to further and disseminate the principles and practice of music education found in the work of Zoltan Kodaly, and to relate these to our own cultural heritage,
- to promote these through courses, conferences and publications, to work with other organizations and local authorities to improve music education in Britain,
- to relate to the International Kodaly Society and to Kodaly societies in other countries.

There are now eleven other nations in which a national Kodaly society acts as a focus of inspiration for hundreds of teachers. In many of

these countries the Kodaly work has flourished because of careful and enlightened cross-fertilization and attention to the type of feeding needed in a different climate. Some nations, such as Mexico, are at the greenhouse stage as yet, but healthy and doing well. Finland can look to the magnificent flowering of the Helsinki Junior Strings who have been trained by Geza and Szabza Szilvay using their own adaptation of Kodaly principles applied to string teaching. In Japan, as demonstrated at the International Kodaly Symposium last summer, there is some very impressive work being done in high-er education and the Japanese children's choirs we heard, sang with a mature, emotional, thrilling tone, in complete command of traditional and modern idioms. Canada, in the interesting situation of a bi-lingual nation, has more than one centre of lively activity and research, as has America. In Australia, an enlightened programme of in-service training for teachers, initially in New South Wales, has shown excellent results. The Australians have, in particular, shown the way towards working in accordance with Kodaly's philosophy without becoming devotees of a rigid method. The musicians are allowing themselves to learn from the classroom teachers as to how children learn and are constantly reviewing the latest ideas in them to the teaching of music. The Kodaly work can thus be enriched and enlivened within the universal view of Kodaly himself, while still preserving the essential ethos and precision of the classroom approach.

The aims of the British Society can be realized first of all, by creating a forum for those teachers who have frequently felt that they were working on their own. Many teachers techniques have reached the point of asking, "What do I do next?" There is considerable expertise available from people who have been applying the Kodaly principles for some time. Through a national society this ex-

perience can be pooled, refined and developed.

The biggest challenge, however, will be in carrying out research into the needs of pupils and teachers in terms of repertoire, method, teaching skills and support materials so that the Kodaly principles are experienced as being directly relevant to the average British classroom. Every teacher, from every nation, is faced with the constant quest for material which matches the immediate needs of their children. At no time can one sit back and feel one has found the final answer. The repertoire used in other countries is based on very carefully graded material in which musical intervals and rhythms are introduced gradually according to the demands of the national song literature (eg. because the major 2nd is such a dominating interval in Japanese songs, the Kodaly books used in the Japanese nursery and infant schools, start with songs using only the major 2nd). In our multi-cultural society what is our starting point? There is a real need to bring together suitable material for the early stages in infant, junior and secondary work. Many teachers who work with older children feel that their pupils would benefit if they had their ears "opened" through using the Kodaly approach but lack the material which will appeal to children who are highly sophisticated in some ways, although aurally unaware in others.

The strength of the Kodaly method is in its sequenced structure so that, within a school or, indeed from nursery to college, a pupil can receive a consistent musical training which will provide a firm foundation for musical activities of every kind.

Margaret O'Shea is the Information and Publicity Secretary of the British Kodaly Society. Information about membership is available from the Secretary, Mrs Susan Sharp, 200, Main Road, Broomfield, Chelmsford, Essex CM1 5AJ.

The views expressed in this article are not necessarily those of the ILEA for whom the author is a Music Coordinator.

A place in the band

Dave Gelly on the National Youth Jazz Orchestra

You have only to watch the National Youth Jazz Orchestra assembling for rehearsal to notice that this is not a "youth orchestra" in the commonly understood sense of the term.

A bombast slides in late: "Sorry, Bill, didn't get home till three this morning," he explains, laconically adding, "Nolan Sisters - Manchester." Bill Ashton, conductor and leader of the 23-piece band, does not complain. As he never ceases to point out, this is a professional orchestra, and pros have to go where the work is.

In its 16 years of existence NYJO has been the temporary home of dozens - perhaps hundreds - of the kind of craftsmen who enable Britain's popular music industry to function. Some have become stars, like Laurence Juber of Wings, Andy Rank and Richard Burgess of Landscape and Top Twenty artist Joe Jackson.

Many others have slipped discreetly and efficiently into the elite corps of session musicians. The general public may not recognize their names but, on best-selling albums, 30-second jingles or in the orchestra backing Frank Sinatra at the Albert Hall, ex-NYJO players are quite disproportionately in evidence.

Ashton did not set out to create a training ground for top-flight professionals; it just turned out that way. As a peculiarly energetic London school teacher and part-time saxophonist, he had the idea of forming a band of school pupils. This was at the height of Beatlemania, when every teenager in the western world seemed to want to be a guitar-playing rock star. The art of playing orchestral jazz looked like going down in a few years through lack of management, he figured, and this was the only practical way of doing anything about it.

The first rehearsals, using whatever stock arrangements he had been able to scrounge, were not promising. The sound was shaky and tentative, the young players lacking that real confidence which can turn a band of musicians into a proper band. But once a few assertive section leaders had been found every one perked up, and in little more than a year, Ashton was able to take the London Youth Jazz Orchestra (it wasn't yet "National") for a brief tour in France.

From then on there was never any problem finding players; Ashton was besieged by young hopefuls looking for a place in the band. Not every one, it seemed, wanted to be a Beatle after all.

At first he conscientiously set up auditions, with sight-reading tests, solo pieces and the rest, but abandoned them when he noticed that the candidates were able to judge themselves against the prevailing standard as accurately, and severely as anyone else.

"They knew if they were up to it," he says, "and if they weren't they were away to practice. Many of them came back later and astonished us all with the progress they had made."

Nowadays the band holds open rehearsals, "a professional orchestra minus it. At their regular Saturday evening gatherings in their rehearsal place, the City Lit, it is not unusual to find 10 saxophones and a dozen trumpets crowded together trading music written for half that number. The sound is overpowering, but fearlessly efficient.

Good new musicians often go onto a kind of reserve list and Bill frequently calls on it when the band is playing out of London. A concert in, say, Newcastle may well feature a who had previously trekked down to London for the Saturday session. NYJO had such a thing as an "honorary board" it would be a pretty serious affair. No doubt Ashton's MBE, awarded in 1976 for services to youth and music, would head the list. There have been nine record albums (another is on the way), tele-



NYJO's Saturday open-rehearsal at the City Lit.

Photo: Anne Bright

vision programmes, the film *Bugsy Malone*, for which the band was drawn from NYJO members, and tours to the ends of the earth - Europe, the USA, Australasia, Turkey. In the Soviet Union the orchestra played to audiences of thousands, and sold out Moscow's Rossiya Hall some time before Elton John did the same thing to massive publicity.

But the achievement of which Bill Ashton is especially proud is NYJO's encouragement of British jazz composers. The entire repertoire is written specially for the band, and, through its associated publishing company, made available to other youth orchestras around the country.

The result has been a small revolution. Whereas amateur big bands once worked entirely from American stock arrangements, the majority now include a sizeable number of pieces by British writers like Stan Tracey, Dick Walter, David Lindup and Rick Taylor.

Among the 120 such compositions recorded by the band is one, the *Sherwood Forest Suite*, by ex-member Paul Hart, which occupies a whole LP. By any standards it is a major work and Hart, who now works as Cleo Laine's accompanist, would not have been able to write it at all without NYJO's commission.

Although for the past few years NYJO has enjoyed a moderate Arts Council grant, most of the band's finance comes from its earnings and from commercial sponsorship.

With a full-time staff of two to support and a touring coach to maintain, Ashton is adept at recruiting sponsors. One cannot help noticing how few of them are from the popular music business itself. Apart from RCA records, who bought the orchestra's first coach, and London Weekend Television, most sponsors have no connection with music at all.

W. H. Smith, Sperry Univac and Ready Mix Concrete are prominent among these. To their credit, the Musicians' Union and the Performing Rights Society have helped out from time to time.

For all this energy and copious powers of persuasion, Bill Ashton has a uniquely light touch as a band leader. Jazz differs from European classical music in that it has no rank-and-file players. The best bands are the ones in which the personalities of the players determine the nature of the sound. Understanding this, and trusting in the technical ability of his musicians, Ashton intervenes very sparingly at rehearsals. He suggests rather than commands. As a result talents bloom.

As one player remarked the other Saturday: "What could I learn at a music college that I can't get right here?"



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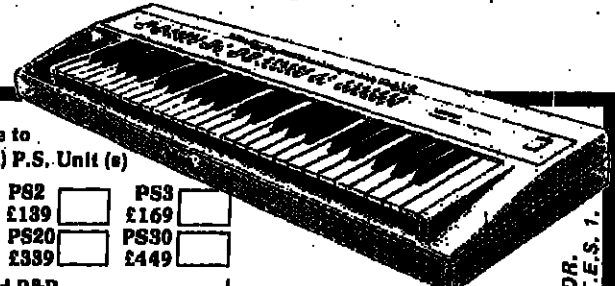
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A limited number of Government Aided Places for September 1982 will also be awarded on the basis of these Scholarship Auditions, and those interested in the Government Aided Places are invited to apply early.

For application forms and further details, please contact the School Administrator, THE PURCELL SCHOOL, Mount Park Road, Harrow on the Hill, Middlesex HA1 3JS; telephone 01-422 1284.



Bill Ashton with percussionist Mike Smith - then aged 13 and still youngest NYJO member at 15

extra

Grassroots in London

The Tower Hamlets Music Project is giving almost nine hundred children the chance to learn an instrument. Susan Thomas reports.

If the Centre for Young Musicians is the Tower Hamlets Music Project is the grassroots energy source.

The project dates from the early Seventies when the authority made an abortive attempt to provide ensemble playing for the small number of secondary string players in east London. But the young musicians were spread too thinly over too many schools. Lacking a sense of identity they rapidly lost interest and the scheme floundered. The answer was clearly to increase instrumental provision in the area and to start with the youngest children.

In 1976 John Stephens, the new staff inspector for music, joined forces with Peter Shave, Director of the CYM and Sheila Nelson, a group string teacher of international repute.

Now about 900 primary children energetically play violin, cello, guitar or piano, two or three times a week; always in groups and always in their own schools. Already there are clubs for extra curricular music, large numbers of children taking grade exams, regular concerts for parents, week long summer schools and plans to spread south of the Thames.

The project extends the child-centred philosophy of the CYM with

teams of teachers guiding groups of children towards an enjoyment of music and correct techniques with tact, humour and carefully researched activities.

A typical group session (20 minutes initially moving up to 40 minutes as they become more competent) owes much to Kodaly and more to Play School. It includes singing, tonic solfa, a spot-the-mistake session, sight reading, mini performances and musical games, all presented with a panache which would go down well on any channel.

Sadly, the scheme is not yet big enough to take on every school. So the one in three who do, take part because they are very keen or near an existing music club or already have some lively music in school.

Good relations with staff, parents and pupils are vital - so is a timetable which will not encroach on the basics. Alternative years get the instrumental tuition and intervening groups some attractive option; like drama.

There is no selection - it is whole class tuition. "They learn an instrument in the same way as they do Maths or English," says Sheila Nelson. "Whilst there is no suggestion that it is optional they don't think of dropping it."

Non selection does away with any hint of elitism, says Peter Shave, and the spread of ability means that tasks of different complexities are included in each session, laying the basis for ensemble work. Each group lesson is conducted by a senior teacher, assisted by a number of assistant teachers.

The children have another one or two lessons during the week, this time in a two and three and with a single teacher to help them come to terms with private practice. Instruments, provided and maintained by the ILEA go home for practice as soon as the children have the necessary competence.

Parents are enthusiastic, attend the regular concerts in droves but "although we have tried to get them into the lessons," says Sheila, "they don't see themselves as having any part in their child's musical education."

Since the majority of the children are from homes which have virtually no musical resources how for instance, do they ever choose between violin and cello? "We start on the violin," says Sheila "after a few weeks I might say - who would like to play the cello, or who likes to play the violin than high notes?" and then check the child's physique. Even with 1/4 or 1/2 size instruments they need to be relatively robust to take on the cello."

Playing the cello has a wonderfully soothing effect on the class whilst it seems. Conductors of the nineties be warned! On the whole however, disruptive behaviour is not a problem. "It is much easier to teach difficult children in groups because there is no pressure to put the screws on them" says Sally.

At present the majority learn violin or cello. There are also guitar classes and piano lessons led by Yvonne Enoch, who has an worldwide reputation for group piano teaching. Up to six young pianists share a 40 minute piano lesson. This has all the elements of general music which typically the CYM approach and which are often missing from a conventional solo lesson, "particularly important in an area where virtually the only music education the children will receive is from the school," says Peter.

He maintains that the project offers pupil and teacher a happier experience. "The traditional pattern of one peripatetic teacher visiting a school for one day a week tended to be a lonely and disappointing one." By using groups the project is bringing music to nearly 1,000 children, two or three times a week. With traditional deployment, only half as many would get a single lesson.

Team teaching means in-service training in the best master-craftman-apprentice tradition, backed up by weekly INSET. There the philosophy and method of the project are explored and new material, written by the teachers, is discussed and disseminated. At present the entire music staff is scripting a training film.

Finding enough gifted, adaptable teachers is difficult, though, says Peter, the best gravitate towards the scheme quite naturally and he is spreading the gospel through the music colleges. But locating lively pianists who can improvise remains a major headache, most string players having left college without this essential complement.

Other problems are caused by the lack of elbow room in the average classroom or the dreadful acoustics in halls which are also the main transit area for the whole school.

The project is gathering momentum. More music clubs are opening, there are renewed efforts to introduce brass and general musicianship classes, and with juniors already passing grades II and III before secondary school it is the moment to develop senior provision. The establishment of a second CYM in the East is the logical next step.

Give and take

Neville Favell suggests ways in which young pupils may work creatively with instruments and composition.

Visiting several schools, I find that for many children the exploration of sound through musical instruments in class can be as rewarding as singing. They enjoy tunes first of all - popular favourites, signature tunes of television serials and music with a lively beat specially written for them.

The teacher may indulge his pupils sometimes without letting them imagine that this is all of music. Involvement for the uncoordinated child may consist in endeavouring to play a pulse to accompany more skilfully tuned percussion and recorder players and guitarists. The child may flounder but should be encouraged to persist until something resembling a crotchet-quaver pattern may emerge. Instruments such as the triangle, (which requires control), are best avoided. A large woodblock to tap or a tambour with a beater is preferable.

Surely there is need for peripatetic music teachers to help slow children as much as gifted pupils? Music is for the whole mind, body and personality. It can intrigue, uplift and transform the child's perception of the world.

Most children at around seven will appreciate being given the opportunity of learning how to play the decant recorder, reading basic time values and pitch on a five-line staff from the beginning and phrasing nicely - a valid musical experience in its own right. Margo Fagan's "Play Time" series (Longman) are of incalculable value, but alongside work on items from such books children might be encouraged to compose their own tunes to word snippets such as greetings and name calling as new notes are learnt. Orff has shown how words can assist in achieving rhythmic exactitude.

Some young hands will soon be large enough to try treble recorders in the same basic hand positions and the March from Robert Salkeld's "First Concert Piece" (Schott) is worth exploring for its dotted rhythm figures. How often does one hear dotted note patterns incorrectly smoothed over, ironed out? Exactness should be insisted upon. Our brighter pupils will not thank us for allowing approximations where precision is possible.

Occasional abandonment of the book and the beat may be beneficial. From Whissendine Primary School hall one can look out onto an expanse of ever-changing skyscape, on cotton-wool clouds scudding along on breezy days, making a wonderful picture of gentle movement. How sound is enquired one day. Instruments were chosen, the class spread out, and those who might, through tension, have their wrists stiffened by loosening a beater off a chime bar and allow it to vibrate, were soon relaxing and pausing to listen to gentle sounds around them. It was interesting to observe how children ceased to fight at their instruments and used them instead as an extension of hand and arm.

On another occasion the children became fascinated by the mechanism of the grand piano and a song was temporarily abandoned whilst we created "Adventures Inside" (and outside) the piano for several players with a variety of beaters and other objects. Since the experiments of John Cage, many have exploited the varied timbres of the piano, using not only keys, but strings and woodwork, finding the enormously varied sounds genuinely atmospheric.

In organizing such a piece, the most exciting effects had to be shared democratically. One bright, frosty morning I took a group of lower juniors from Ryhall School onto their playing field with a simple cassette recorder with the intention of creating a collage of sounds with instrumental textures to be added later. They hurried from

the school buildings pointing out aircraft overhead, dead leaves crunching underfoot, cars on the distant road; children alive to sound and its stimulus even though they might have appeared to me previously as the group which had particular difficulty in reading the G5, As and Bs in their recorder tutor. For the next ten minutes we played pieces chosen with interest and sensitivity for me by various children many musical concepts might be acquired in a pertinent way.

A recording of Sallie's "Parade" will intrigue those top juniors who may not be proficient enough in reading music to be in the recorder consort but yet have been working with zest on "office" music incorporating typewriter and telephone rhythms imitated on classroom percussion instruments. Many more will enjoy more orthodox music-making - playing pieces from "A Bala's Dozen" (Great Tunes), David Owen (Feldman) and listening to music by Handel, Mozart, Dvorak, appreciated in its historical context as well as for its melodiousness.

I have copies of children's melody writing which reveal distinctive character, and appropriateness. If, from the beginning, the child composes suitable and simple music for the instrument in hand his work will be stylish and less problems will arise for those who may tackle examination work later. Examples include a "rocking" tune, conceived for an ideally suited to be played on a glockenspiel with its repeated note and gently falling melody, and a canon piece for recorders which is performance, if not on paper, reveals personality and a sense of rhythm. The composer did not know of sub constraints as avoiding parallel fifths or compulsorily ending on the tonic or he might have been inhibited. Musical children often indulge in repetition of intrinsic charm - perhaps we have here a young Jandek in the making!

One looks for melodies of a real expressive nature, suited to particular subject matter - for example a rather haunting theme, which shows instinctive modality, (a style often adopted by the young for its expressive possibilities), graceful sequential phrases and two varied endings which always avoid the obvious, specially composed by a clarinetist for a taut moment in a school production. One of her "pieces" (or, worse still, one of her "exam pieces") have been much less appropriate. A group of this girl's friends, perhaps less musically literate, hugely enjoyed composing a television commercial jingle and insisted on some contrapuntal interest, irregular phrase-lengths and an effect of suspension.

Not only singing and instrumental playing, but also composition is now an essential part of music in primary schools and peripatetic teachers - composers as well as exegetes - can play an important part in this work. One hopes to give miscellaneous materials and opportunity for receiving the children's responses and ideas, endeavouring always to nurture a good working relationship with one's pupils whether they appear singly, in groups or in class. Such work is not a mere "fill-in" if only for a brief spell each week. It should become an increasingly important part of our children's lives.

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